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ABSTRACT

Providing a blueprint for the future of Aurora College (AC), in the Northwest Territories, Canada, this plan describes general directions and strategies for the period from 1995 to 2000. Following a summary, section 1 provides background to the development of the plan, while section 2 provides information on the college, including data on students and graduates. Section 3 describes AC's planning process, reviewing methods used to ascertain community views and analyze data, and presents data on the educational needs and characteristics of the college's service area. Section 4 discusses AC's community-centered approach to educational delivery, highlighting its focus on community development and the incorporation of traditional knowledge, and provides a statement of college values and mission. Section 5 presents the following seven strategies for implementing the college's vision: (1) increase community-based programs; (2) continue the focus on career-oriented programs; (3) strengthen adult basic education programs; (4) strengthen student support services; (5) increase understanding of regional issues through research; (6) incorporate traditional knowledge into programs and services; and (7) prepare to become a university college. Finally, section 6 provides projections of organizational changes required to implement these strategies, while section 7 reviews the relationship of plan to regional educational efforts through the year 2010. Appendixes provide a list of community contacts consulted in developing the plan, tables of strategic directions, and a rationale for capital investment. Contains 17 references. (HAA)

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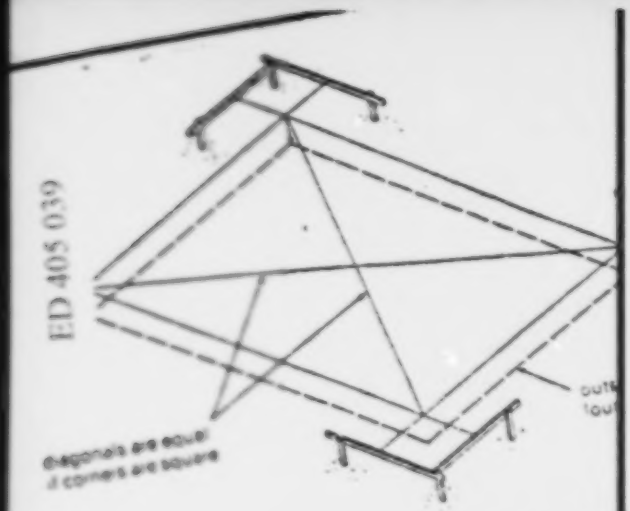

A Blueprint for the Future

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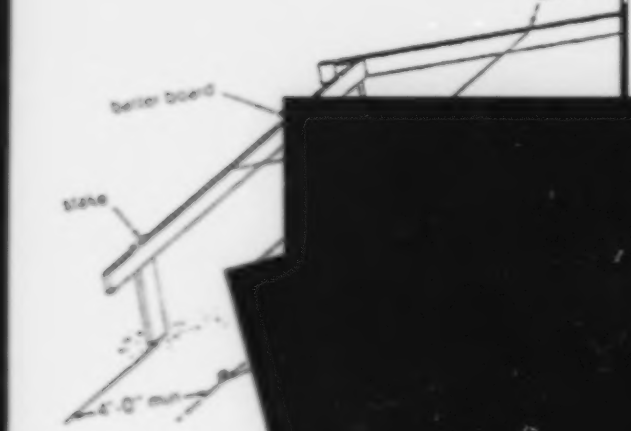

Corporate Plan 1995 - 2000

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AURORA COLLEGE

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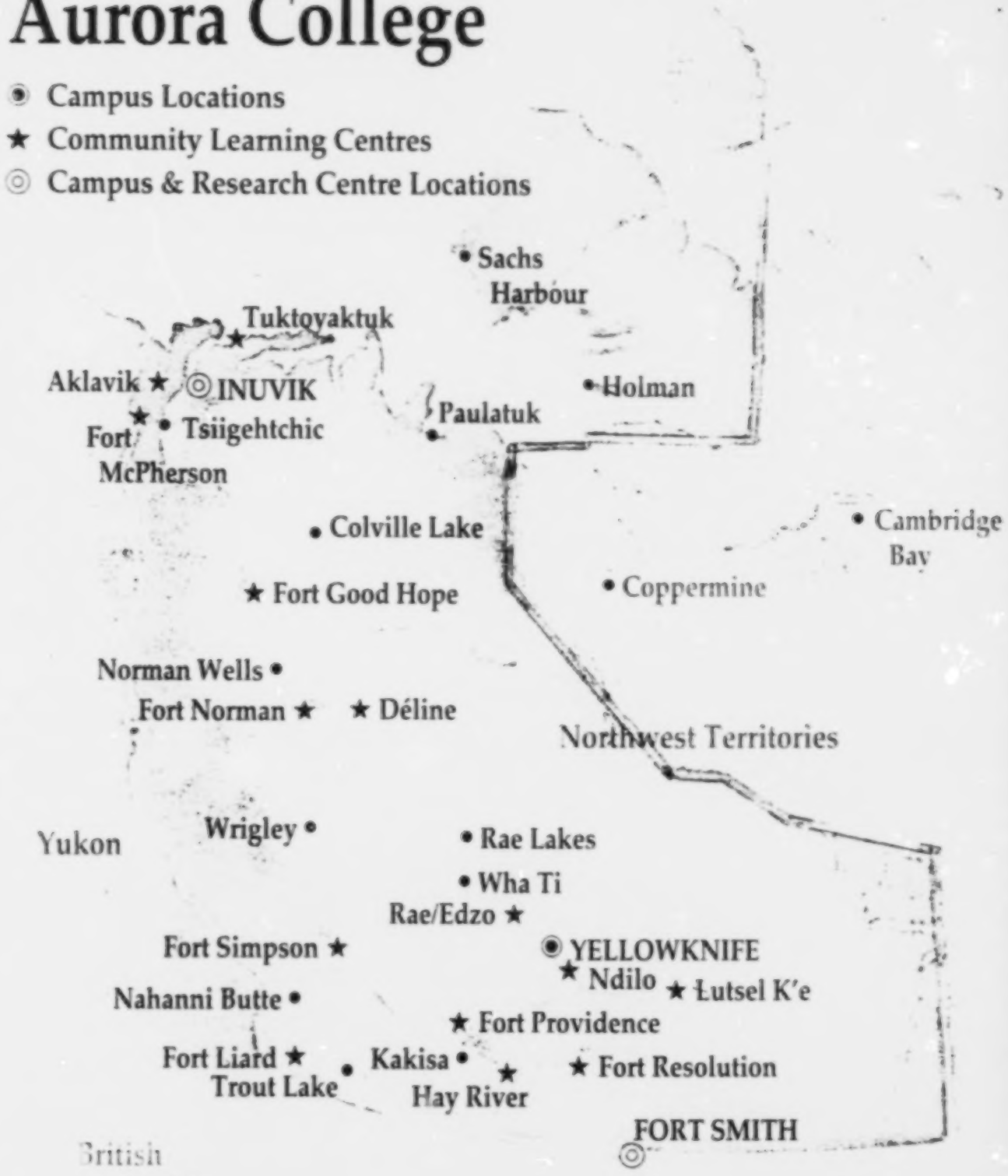

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Vision Summary

A Blueprint for the Future

The Western Northwest Territories has a bright future, and the next five years will be one of the most exciting periods in our history. The territory will be divided and land claims and treaty entitlements will be settled. Employment opportunities in the private sector will expand. Technological advances will increase the range of opportunities for northern economic development.

Aurora College will be an active participant, a catalyst and a benefactor of these changes. This plan details the way in which Aurora College anticipates our role in this future, strategically building on successes while recognizing the changing economic and political climate.

In the next five years, Aurora College will continue to do what it has done well: work in partnerships, and provide education programs that respond to the diverse needs of a small population and economic base. This focus is consistent with the vision people in the communities have for a northern education institution.

In adopting this focus, we will build on our strengths. We have a broadly-based infrastructure with a presence in 19 communities. Aurora College has developed expertise in a wide range of educational services, including ABE (Adult Basic Education), trades and career-based programs. Our programs are selected from high employment disciplines based on community or

regional requirements. Our approach is working to meet the diverse needs of adult learners.

Approximately 7000 Northerners participated in an Arctic College program on either a part-time or full-time basis in the 1993-94 school year. Those students who took courses on a professional development basis strengthened their work related skills and their overall educational qualifications for employment. A very high proportion of our full-time students either got jobs or went on to further education. In sum, the College has established an impressive record of involvement with training for employment in the Western Northwest Territories.

The College has achieved these successes by adopting a northern education model. This community-centred model, bridging community needs and individual aspirations, will continue to guide Aurora College for the next five years. The values that form the foundation of this model are:

- educational institutions should support and enhance strong communities;
- all Northerners should have equitable access to college programs;
- a college program should respond to changing community and societal conditions;
- programs offered should be of highest quality meeting student and community needs; and
- all activities of the College must systematically maximize the educational benefits accrued for all funds expended.

In preparing this plan, the College Board consulted with community groups, the private sector and other government agencies to discuss our approach to post-secondary education and to establish objectives for the next five years. The Board of Governors selected the following strategies to achieve the desired objectives:

Strategy #1
Increase Community-Based Programs in all Regions

Based on the availability of funds, services will be expanded to communities that are currently under-served. In some cases, this will mean more staff for the community learning centres, while in others it will mean that distance education technology will be made available. Joint use agreements for access to existing facilities in all communities will be pursued. Learning centres will be upgraded or built in those communities with the greatest need. Considerable staff effort will be directed toward promoting community learning networks and delivering responsive programs.

Strategy #2
Continue to Focus on Career-Oriented Programs

Aurora College will continue to adapt its programs in response to the changing labour market. All programs will provide work experience. Science and technology programs will be selectively developed. Additional transfer agreements will be sought.

Strategy #3
Strengthen the ABE Program

This program will be enhanced through four central thrusts. First, we will forge stronger linkages with employers. Second, partnerships with schools will be initiated to expand mutual opportunities. Third, cultural relevance will be expanded and northern instructors trained. Finally, science and technology components will be strengthened.

Strategy # 4
Consolidate the Role of Student Services

The College aims to achieve higher efficiencies by encouraging greater private sector involvement in the delivery of hous-

ing. At the same time, investment in support services such as recreation services and counselling will be made. Partnerships with Library Services will be sought to create opportunities for expanded library services to Aurora and Yellowknife Campuses.

Strategy # 5
Establish a Northern Research Agenda

Northern research needs will be identified and will shape the priorities for Science Institute research activities. The capability to promote community based research and information sharing will be expanded. Appropriate technologies for economic development will be targeted for research and development.

Strategy # 6
Incorporate Northern Knowledge in Post Secondary Education Programs

College programs will be adapted to incorporate traditional knowledge, northern content and community experiences and values. Appropriate support materials will be developed and northern researchers will be encouraged to participate in education programs.

Strategy # 7
Prepare to be a University College

Aurora College will develop a readiness for university level programs. A long term plan for university college status will be initiated in collaboration with Education, Culture and Employment. Appropriate programs will be selected for development and a human resource development strategy will be initiated. Library and lab facilities will be planned with this long term direction in mind. Relationships with appropriate southern partners will be consolidated.

How will these strategies be implemented in a time of diminishing resources? Aurora College will adopt a two -tiered approach to resource allocation. First, we will do more with less. Current base funds will be used more efficiently. Collaborative initiatives with our partners in education will continue to be pursued. Second, new capital and operations and maintenance (O&M) investments will be made in areas of high need. The areas selected for new investment are: community learning centres, science programs and facilities, distance education and university level programs. An anticipated time frame for implementation is provided. This time frame is designed with the clear understanding that investment will follow in-depth proposal development and successful fundraising initiatives.

Where will these strategies lead us? A vibrant network of campuses and learning centres will be working collaboratively to provide quality education programs at the campus and community levels. The number of Northerners with college entrance requirements and college level qualifications will expand significantly in all regions and all sectors. More Northerners will be trained in the North for meaningful employment in both the regional centres and the communities. Decision-makers at all levels will have been trained in programs that are designed with northern issues in mind. The College programs and services will increasingly be provided by Northerners. All told, the College will play an aggressive role in the future of the North by ensuring that the strategies identified by the Board of Governors to meet northern needs are implemented to the fullest extent possible.

Section 1

Creating the Future

Background - The Need for a Plan

Aurora College, the new post-secondary education institution that serves the Western Northwest Territories, provides post-secondary education programs and research services at three regional campuses, 14 learning centres and two research centres. The College was formed on January 1, 1995, following the division of Arctic College into two separate colleges and the amalgamation of the Science Institute with Arctic College.

In 1999, the Northwest Territories will be divided into two new territories, Nunavut in the East and a yet-to-be named territory in the West. Arctic College was divided to ensure that two colleges are in place to assist the two regions to prepare for the challenges that face them. The governance structure after division will be considerably different than it is at present. Outstanding land claims and treaty entitlements will be resolved and many communities will have negotiated community transfer agreements.

In 1994, the Science Institute was amalgamated with Arctic College to enhance the College's capability to incorporate current northern research and meet the needs of a rapidly changing technology driven economy.

Aurora College has a leadership role to play, on behalf of the Minister of Education, Culture and Employment. Our role is to assist

northerners to develop the skills required to fully participate in the changes and particularly for the employment opportunities that will emerge. By fulfilling this role creatively and responsively, Aurora College will continue to make a very significant contribution to the strength and unity of the Western Northwest Territories. The Minister has directed the Board of Governors to develop a plan that demonstrates the ways in which this role will be fulfilled.

The plan, developed by the Board of Governors in consultation with communities, students, faculty and the private sector, details a corporate direction that builds on the successes of Arctic College and the Science Institute. This plan envisions an organization that focuses on community-based delivery of programs and prepares for the next step toward university college status. This direction is based on a vision of a College that provides a full spectrum of post-secondary education and research services with a program balance between campuses and communities.

The direction for the College set out in this document is closely aligned with the vision articulated by the Department of Education, Culture and Employment (1994) in the People, Our Focus For the Future: A Strategy to 2010. This plan is also guided by other plans and reports. Specifically, the Traditional Knowledge Policy and the recent Report of the Special Committee on Health and Social Services guided the way in which we deal with community and cultural issues.

From this plan, the Board of Governors will lead the preparation of development plans for the Science Institute and each campus. Training, capital, facility, human resources and communication plans will be prepared with details of current needs and economic conditions impacting the fulfilment of each strategy. These plans will set out the way in which this vision will be put into practice at the operational level.

Finding Your Way through the Plan

This strategic plan is set out in six sections. In Section 2, we describe Aurora College, our history and the students we have served. This is followed by an overview of the process used to seek Northerner's views on the future direction of Aurora College and a description of the current educational and employment picture in the Western Northwest Territories. Section 4 introduces our model for the delivery of a post-secondary education program. The corporate mission and values that will guide our work are then described. Section 5 details the general strategies and specific actions that the College believes will best promote this mission and express our values. Projections of organizational changes required to implement these changes are provided in Section 6. Finally, the plan looks to the future and outlines the measurable outcomes that Northerners can anticipate after this plan has been fulfilled.

Section 2

Aurora College - A Self Portrait

Aurora College is a unique community-centered institution that delivers post-secondary education in every community in the Western Northwest Territories. With the amalgamation of the Science Institute, the College will become a lead agency for the promotion of research and technology development in this region. In short, we are a knowledge building agency, delivering education programs and identifying, documenting and supporting northern knowledge.

Our Early Years

The history of the College mirrors the history of development in the Northwest Territories. The seeds of the new institution were sown with the establishment of the Adult Vocational Training Centre in Fort Smith in 1969 and the formation of the Science Advisory Board in 1976. **Figure 1** illustrates the milestones achieved through the years, culminating in the amalgamation and division in 1994.

The College has emerged as a vibrant force in post-secondary education because the communities, the students, staff and political representatives have consistently pursued a vision of an educational institution that is based on the values and culture of the North and is attuned to the unique needs of Northerners.

Look at Us Now

As noted in the frontispiece map, Aurora College is comprised of three main campuses, 14 learning centres and two research centres. The College is coordinated from a head office located in Fort Smith and the research arm of the College is coordinated from a Science Institute head office in Inuvik. This section will describe the Aurora College network of services, the students we serve, our graduates and the visiting researchers.

Aurora Campus

Aurora Campus, located in Inuvik, is the northern-most campus of Aurora College. Most programs offered at this campus are taught at the Father Ruyant Building, which also contains the administration offices and student residences. Facilities include the largest gymnasium in the Northwest Territories, a cafeteria and a trades shop located behind the main building. Programs offered at Aurora Campus include the Recreation Leaders Program, the School Community Counsellor Program and a variety of programs and training that are offered on demand. This campus facilitates the delivery of programs in the communities of the Beaufort Delta and Sahtu Regions.

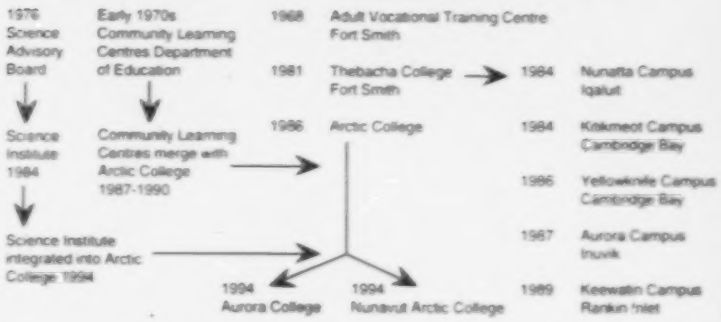
Yellowknife Campus

Yellowknife Campus is a very active campus with a high level of entrepreneurial activity. Many part-time or third-party funded programs are offered at the various sites throughout the city or in the Campus' main location on the 5th floor of the Centre Square Building in the heart of downtown. Yellowknife Campus is home to the new Northern Nursing Program, the Tourism Training Program and a variety of business training programs. Yellowknife Campus also provides adult education services for all communities in the North Slave Region.

Thebacha Campus

Thebacha Campus is the oldest and largest campus in the College system. Located in Fort Smith, Thebacha boasts extensive

Figure 1: The Evolution of Aurora College



trades shops and a new wing to their existing building that is scheduled to be completed in the summer of 1995. This new facility will contain classrooms, offices and a new space for the Thebacha Campus Library. Programs such as Renewable Resources Training, Social Work, Teacher Education and Management Studies attract students from across the North. Student services include housing, recreation and counselling services. Thebacha Campus supports the delivery of adult education programs in the communities of the South Slave and Deh Cho Regions.

Science Institute

The Science Institute operates two research centres in the Western Northwest Territories. The largest of the two, the Inuvik Research Centre provides logistical support to approximately 300 researchers annually and is the base of the Aurora Campus Renewable Resources Technology Program. Researchers and students alike use the labs, research equipment and offices to undertake research in the MacKenzie Delta or to learn more about the physical environment in the region.

The South Slave Research Centre is the newest and smallest of the College's research facilities. This centre primarily coordinates research on behalf of community agencies and provides logistical support through cooperative agreements with other agencies.

The decision to amalgamate with the Science Institute of the Northwest Territories

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was particularly strategic. The objective is to both strengthen and catalyze the link between science and post-secondary education and to establish a research base upon which to build a university college in the not-to-distant future. This plan will spell out some of the ways this will be achieved.

Figure 2: Student Population by Campus

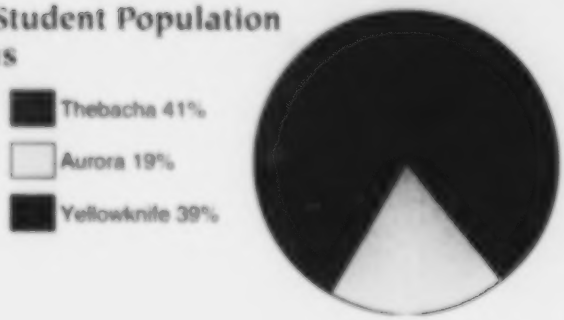


Figure 3: Type of Student

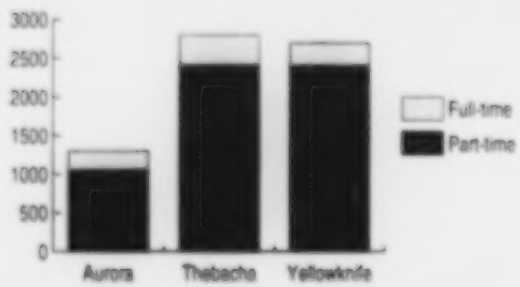


Figure 4: College Students by Age

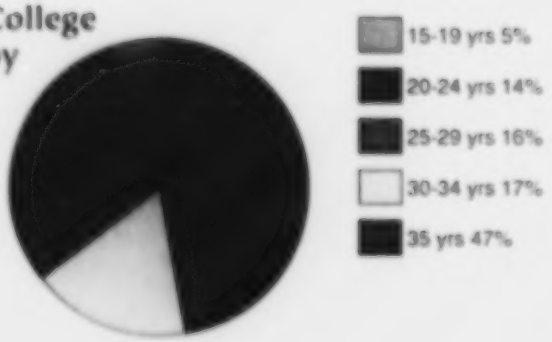
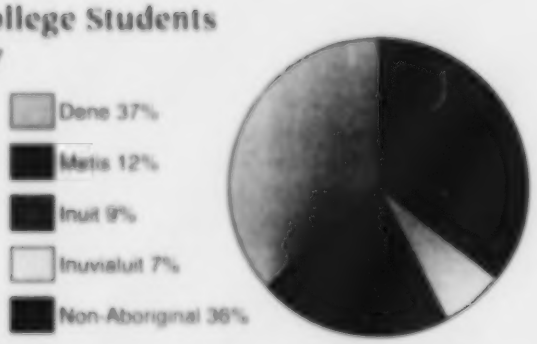


Figure 5: College Students by Ethnicity



The Students We Serve

The total enrolment in all programs offered by Aurora College was 6757 students for the academic year ending June 1994, of these, 866 are full-time. The students were distributed amongst three campuses and fourteen community learning centres. **Figure 2** shows that, although Thebacha is the largest campus, a regional balance in student numbers amongst all three campuses is emerging.

The overwhelming majority of College students are part-time. **Figure 3** provides a breakdown of the full and part-time enrolments at each of the three regional campuses.

The majority of enrolments (68 percent) were third party funded. This pattern demonstrates both a program mix that responds to the unique needs of adult learners and our responsiveness to community and private sector requests for programming.

College students are predominantly female (57 percent). As well, considerably more female students (74 percent) than male students (26 percent) are registered in Aurora College programs that are eligible for student financial assistance. This suggests that female students are more likely than male students to participate in career-based programs.

College students are generally mature students. **Figure 4** shows that 47 percent of the students registered in 1994 were 35 years or older.

The majority of students are Aboriginal. **Figure 5** shows that 64 percent of the students, who indicated their ethnic status, identified themselves as being of Aboriginal ancestry.

Approximately two-thirds of our students access programs through regional cam-

puses, the balance participate in programs in small communities.

This data provides an overall profile of the students we serve. Our students are, more often than not, female, particularly in career based programs and they are generally mature students. They are accessing programs at one of three regional campuses or in their home communities. This tells us that Aurora College is offering education opportunities to Northerners who may be limited in ability to pursue their education because of family or personal commitments. Overall, we are achieving success in increasing the number of Northerners with a post-secondary education and in increasing access to post-secondary education for Northerners in small communities.

Our Graduates

The degree of impact of College programs on northern development can be measured by the number of graduates who are meaningfully employed. In recent years, the College has tracked graduates and found that well in excess of 80 percent of College graduates go on to employment. For example, the graduate follow-up survey for 1993 shows that in the Western Northwest Territories, almost all graduates are employed or continuing on to higher education. This impact is evident in all regions of the Western Northwest Territories.

Figure 6 shows that, in 1993, the impact of College programs spans many employment categories. A high percentage of participants in all program types were either employed or secured employment after program completion.

Similarly, **Table 1** shows that, in 1993, a high employment pattern was demonstrated across all three campuses. A high proportion of those students who were not employed indicated that they had continued on to further education.

The Social Work program is a specific example of the impact of College programs on northern development. Approximately

Figure 6: Graduate Followup by Program Type

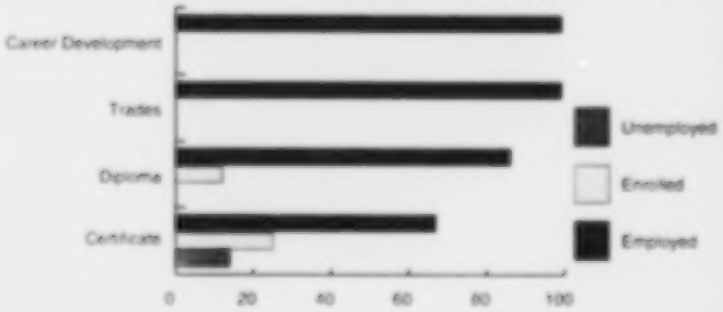


Table 1: Graduate Employment Levels by Campus

	Employed	Further Education	Unemployed
Aurora College	87.0	10.0	3.0
Thebacha	81.0	15.2	2.5
Aurora	96.1	3.0	0
Yellowknife	83.4	10.4	6.3

70 percent of all social workers in the Western Northwest Territories are College graduates. Several of our graduates are now working at senior management levels within their respective organizations.

Clearly, our programs are either leading to employment or building a group of students with an interest in or aptitude for higher levels of education.

Researchers

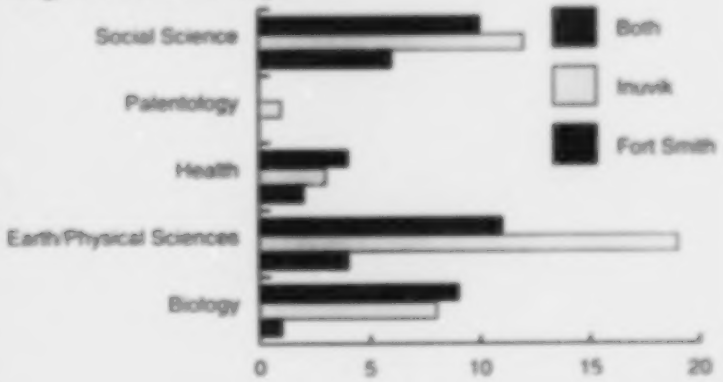
In the past, researchers involved in northern research projects have been viewed as the primary clients of the Science Institute. While we will continue to be responsible for logistical support and research licensing, communities and northern students are emerging as our primary target group. Researchers are becoming partners in meeting the needs of northern communities.

In 1994, 89 researchers were licensed to conduct research in the Western Northwest Territories. As illustrated in **Figure 7**, these

researchers conducted studies in a wide range of disciplines, however, the majority of studies were undertaken in earth/physical sciences or in the social sciences.

The regions for licensing purposes correlate to the respective research centres. Inuvik Region includes the Sahtu, while the Fort Smith Region takes in the Deh Cho, Yellowknife and Fort Smith Regions. As noted in the graph, although the Inuvik Region is smaller, considerably more research is undertaken in that region than in the Fort Smith Region.

Figure 7: 1994 Research Licenses Issued by Region and Discipline



Not all researchers use Science Institute facilities, but of those that do, the majority use facilities situated in Inuvik. Many other researchers are involved in research across the Western Northwest Territories and do not use existing research centres.

Increasingly, the Science Institute is adapting its programs to facilitate greater linkages between researchers, educators and communities in the North. Many researchers have demonstrated a strong interest in and willingness to participate in various types of science education programs.

Northern research projects are used in College curricula and researchers make presentations in College programs. College students work on research projects either as practicums or in summer employment.

Highlighting Our Successes

The description of our services and the people we serve illustrates that Aurora College has evolved, in a very short time, into a strong and responsive educational institution that is vital to an educated northern population.

From its inception as a vocational centre, the College has strived to maintain relevant programming aimed at preparing Northerners for a northern workforce. Over the years, we have refined this mission, and now work in close concert with communities, businesses and government to identify and deliver new programs.

This system has served the College well as high graduate employment statistics, strong involvement in research and national recognition of our programs show.

It is a tangible measure of our success that national professional organizations choose to accredit Aurora College programs. Accreditation means these agencies believe the identified programs have the content to turn out employable graduates.

Programs that have received such accreditation include Natural Resources Training, Northern Alcohol and Drug Counsellor, Management Studies and Community Administration Certificate Program.

The amalgamation of the Science Institute has enhanced the delivery of science based programs particularly in Inuvik. More and more Northerners are becoming involved in research through our research support programs and researchers generally are working more closely then ever before with communities to address community concerns. Our technology development initiatives have highlighted alternate energy and engineering technology opportunities in the Western Northwest Territories.

As well, the College works on transfer agreements with southern institutions, making it easier for our graduates to pur-

sue further education, while receiving full credit for their work at Aurora College. Currently, Teacher Education Program graduates receive full credit for their courses when they continue their education at the University of Saskatchewan, and Social Work graduates have their courses accepted on par at the University of Calgary and Regina. These agreements form a vital yardstick by which we measure the success of our programs.

Equally important is our acceptance by the northern agencies we work in partnership with. Each partnership is an expression of confidence that the training provided by Aurora College is what employers of the north want and need. Increasingly, more and more College programs are being delivered in partnership with these agencies, be they divisional boards of education, housing authorities, Aboriginal organizations, or industry groups. High employment rates and an increased demand for our research and education programming services attest to the success of our efforts thus far.

Examples of some successful partnerships include the Teacher Education Programs that are being delivered in North Slave and the Inuvik Region. Delivered in partnership with the Dogrib and Delta Divisional Boards of Education, these programs are training northern teachers to ensure the culture of the north is reflected in the schools of the respective regions. Similarly, a partnership between the Science Institute, three levels of government and community agencies in Fort Smith has resulted in the creation of the South Slave Research Centre.

Another measure of success is the recognition we receive in the form of awards and honors. Aurora College's award-winning Adult Basic Education program has been honored by the Association of Canadian Community Colleges (ACCC), as has the College's leadership.

All this can mean only one thing: we are succeeding in accomplishing our main goal, which is to create a well-educated northern population and to promote research and development for an economically strong future. But as an organization that has never shied away from change, we are always evolving, building on our past successes to offer more and better services for our clients. The balance of this document focuses on our vision for the future that has emerged from this experience.

Section 3

Mapping Our Future

Our Planning Process

To find the best ways to manage a post-secondary institution to meet the goals of Northerners and, in particular, to link education with research and development, the Board of Governors initiated a corporate planning process.

To prepare this plan, Aurora College consulted with the people of the Western Northwest Territories to assess the success of its programs in achieving goals and to set our bearings for the future path. We reviewed all needs assessments conducted by the College in the past five years to address community or program specific issues raised in the reports. These included a review of housing requirements, the Science and Technology Review, program evaluations and a library needs review.

The direction proposed in this plan was determined by what people told us, by our understanding of the education needs and our knowledge about management of educational institutions.

Aurora College is celebrating the last few years of this century by laying the educational groundwork for the full participation of Northerners in the governance of the new territory. The College will achieve this collaboratively with its partners in education by participating fully in the establishment of community learning networks. This strat-

egy will profile the way in which Aurora College will craft its contribution to this network.

Seeking Community Views

Our business is people. We listen to community members' views of our programs on a day to day basis and we use this information to continually enhance and focus our programs.

To confirm our understanding of northern needs and to shape a corporate direction based on these needs, we also formally consulted with people, community groups, Aboriginal organizations and various levels of government. **Figure 8** outlines categories of agencies consulted through focus group meetings, interviews and/or submitted briefs.

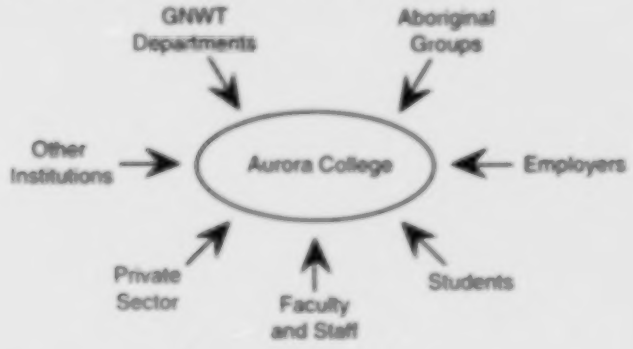
The main conclusion to be drawn from the community consultation is that there is overwhelming support for the community centred model for program delivery. The prevailing rationale for this approach is that residents of small centres do not want to move to larger communities and they are more likely to be effective learners in their home communities.

Although family and community support is present in the communities, the need for some increase in support services was also identified. Student counselling continues to be viewed as a universal requirement. Lifeskills training that includes stress management and parenting training was also identified as critical for the success of students in College programs.

People expressed a desire that their college reflect the culture and traditions of the north generally and specifically northern communities. Increasingly, instructors and management alike should be sensitized to community concerns and the culture of the north. Northern instructors should be used as often as possible.

Many of these views are supported in needs assessments conducted in the past five years by Arctic College and community

Figure 8: Consultation Process



agencies. Needs assessments conducted in the North Slave, Deh Cho, South Slave and the Western Northwest Territories as a whole, point to the need for emphasis on increasing literacy levels and programs that link education to employment opportunities at the community level. Training programs should be based on cultural and social priorities of Aboriginal people and programs should address the training needs of Aboriginal people in preparation for settlement of all land claims/treaty entitlements. Respondents from several communities also indicated that there is a need for a range of support services for students to help bridge the transition to the college environment.

The science and technology needs assessments echoed similar views. During the recent Review of Federal Science and Technology Programs, Northerners indicated that research in the North should be conducted in accordance with a northern research agenda. Research should incorporate northern knowledge, particularly traditional knowledge. Essentially, research in the North should demonstrate benefit to Northerners and should involve Northerners in meaningful ways throughout the research process.

Analyzing the Data

We compared the messages we hear in the communities with the education and employment statistics available to us. The statistics tell us in a measurable way the current circumstances that Northerners face

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Table 2: A Statistical Comparison of Developed and Developing Communities

	Total	Developed Communities	Developing Communities
Total Population	36,004	24,698	11,346
Percent of Total	100	69	31
Population 15 & under	27,816	19,699	8,117
Labour Force	21,514	16,641	4,873
Employed	18,320	15,067	3,253
Unemployed	3,194	1,574	1,620
Unemployment Rate	18	13	30
Participation Rate	76	82	61

Figure 9: Population by Community Type

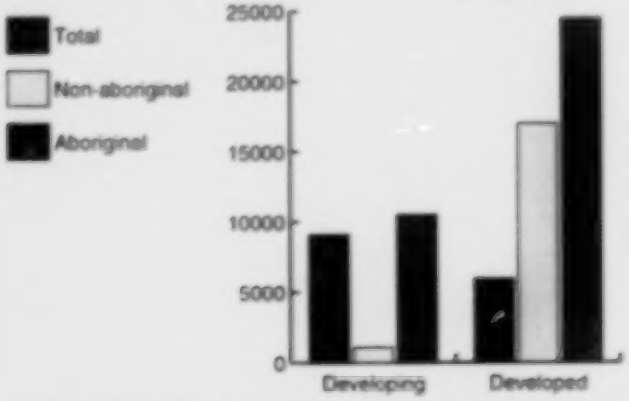
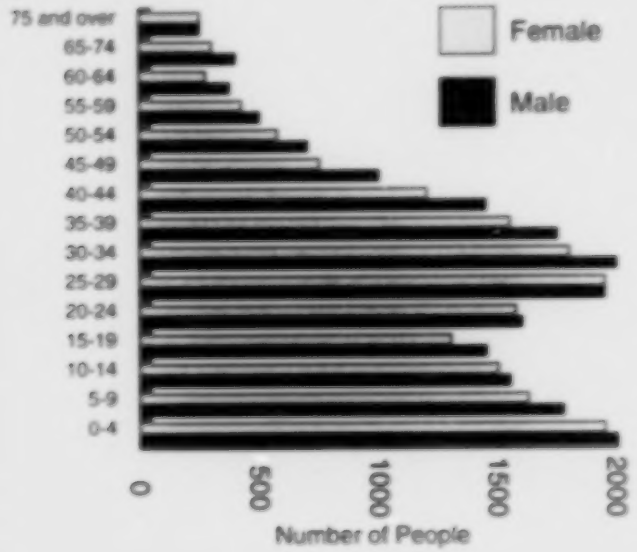


Figure 10: Population for Western NWT by Age and Gender



and the needs that must be addressed. This section will examine the education needs of northern communities generally, and students specifically, as revealed in the statistical data.

Northern Communities

The population of the Western Northwest Territories, based on the 1991 Census, is 36,405, spread throughout a number of relatively small communities, a few larger towns and the capital city, Yellowknife.

While all communities have uniquely northern characteristics, the large or developed communities are significantly different from the small or developing communities (adapted from 1989, Special Committee on the Northern Economy). As a northern college, it is important that we carefully examine the characteristics of the communities served. Our programming mix, delivery strategies and support services must be sufficiently flexible to fully respond to both the needs of developed and developing communities.

Developed communities are those communities that are regional centres or resource centres with better than average transportation links, viable private sectors, low levels of unemployment and high income levels. The five communities in the Western Northwest Territories that fit into this category are Yellowknife, Hay River, Fort Smith, Inuvik and Norman Wells.

Developing communities are the rest of the communities in the Western Northwest Territories. These communities, in contrast to developed communities, generally have lower income levels, higher unemployment, lower education levels and a limited private sector. Developing communities, however, often offer a quality of life not available in developed communities.

Table 2 shows the relative difference between developed and developing communities using key economic indicators.

As noted in **Figure 9**, 69 percent of the population of the Western Northwest Ter-

ritories live in developed communities and the balance in developing communities.

The majority (72 percent) of the people living in developed communities are Non-Aboriginal while in the developing communities a very high majority (88 percent) are Aboriginal.

As noted in **Figure 10**, the population of the Western Northwest Territories is relatively young in comparison to other regions in Canada and there are slightly less women than men.

Two key characteristics of the population of the Northwest Territories are demonstrated in the graph. First, there is a significant proportion of the population in the 25 - 40 age range. Similarly, the population under ten is disproportionately high.

Figure 11 shows that by 2006, the population of the Western Northwest Territories will grow to approximately 50,000.

While both types of communities will grow, the largest growth will be in developed communities. At present, Non-Aboriginal people comprise 53 percent of the population of the Western Northwest Territories. However, the growth rate of the Aboriginal community is higher than that of the Non-Aboriginal community, therefore, by 2006 this split is expected to be evenly balanced.

Northern Students

Aurora College believes that student demand for College programs will increase significantly over the next five years. This belief is based on current education levels, Grade 12 enrolment projections and trends in student choice of institution.

The overall education levels of northerners continues to illustrate a critical need. **Figure 12** shows the education level of the people of the Western Northwest Territories with comparative data for Non-Aboriginal and Aboriginal persons.

The number of Aboriginal persons with less than grade 9 is very high (32 percent) while the number of Aboriginal persons with a university degree is very low (1 percent). Similarly, the number of Non-Aboriginal persons with a high school diploma is two and one-half times the number of Aboriginal persons with a high school diploma.

Department of Education, Culture and Employment initiatives to address this ongoing concern are beginning to reach frui-

Figure 11: Population Projections of the Western NWT

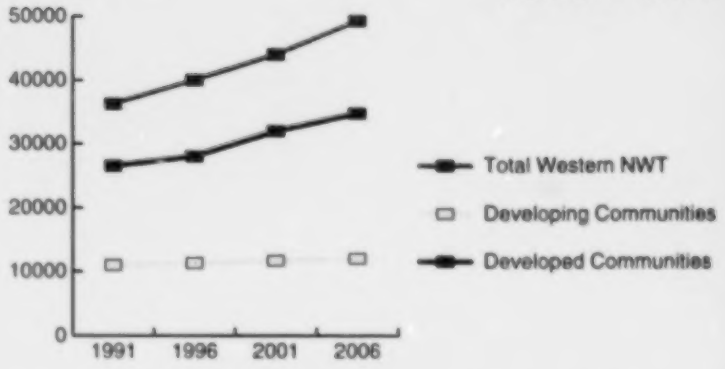


Figure 12: Western NWT Education Levels

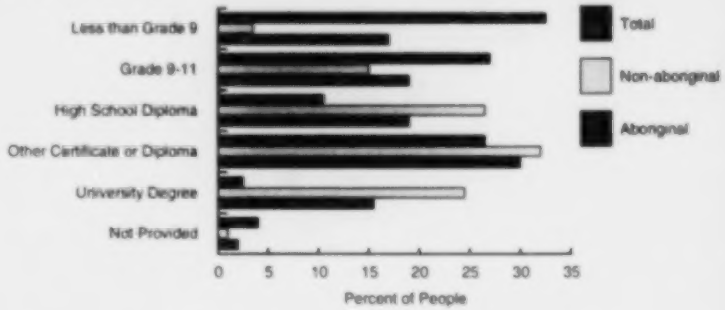
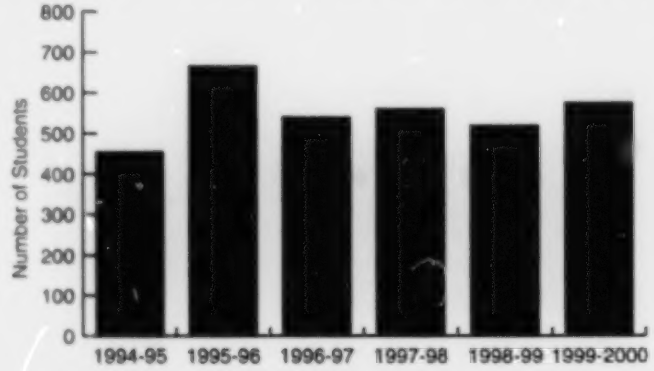
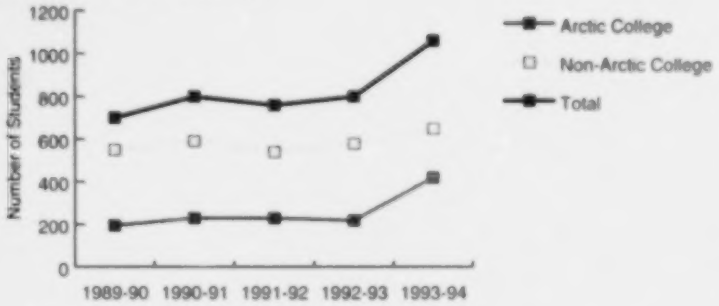


Figure 13: Grade 12 Enrolment Projections



tion. **Figure 13** shows that in 1995-96, the number of students enrolled in Grade 12 will increase by approximately 200 students. The College must be in a position to respond to this new student market in 1996-97.

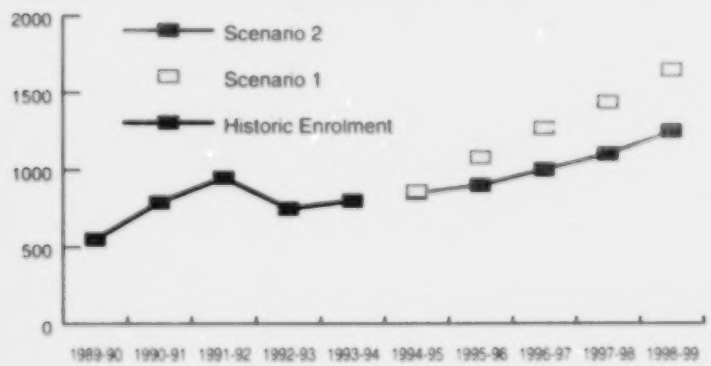
Figure 14: Student Financial Assistance by Institution Group



Historically, of those Northerners who chose to go on to post secondary education, the majority selected southern institutions. However, **Figure 14** reveals that this pattern is changing.

The number of students receiving financial assistance to attend Aurora College has increased significantly while the number receiving financial assistance to attend southern institutions is leveling off. This does not include students enrolled in adult basic education programs or those students participating in skill based programs and not receiving student financial assistance.

Figure 15: Historic and Projected Enrolments



This data, when considered in tandem with population increases noted earlier, indicates that student enrolment growth will continue. However, to plan effectively, it is important to estimate how much growth can be expected.

Figure 15 shows anticipated enrolments for Aurora College based on two possible scenarios.

Scenario 1 shows what would occur if we maintained our current rate of growth. Scenario 2 shows a more measured projection of our future growth.

Scenario 1 projects full-time enrolments are calculated base on historic trends. This rate of growth is comparable to the 13 percent growth in the number of students receiving Student Financial Assistance to attend Aurora College. This scenario, although it mirrors history, will probably not continue indefinitely because the resources to support this level of growth are not available.

In Scenario 2, we purposely adopt a more conservative eight percent growth rate because the factors influencing growth are changing with the times. We acknowledge that the College is reaching a maturing stage and will likely not introduce new programs at the same rate as in the past. Over the long term, grade extensions will increase the number of high school graduates and reduce the number of students in adult basic education programs. As well, public expectation of fiscal restraint will continue to grow.

For the purposes of this plan, therefore, we anticipate that full-time enrolments will likely increase by approximately 400 students by 1999.

Synopsis of Education Needs

This education profile of northern communities and students yields persuasive conclusions that Aurora College has a critical role to play in northern development, specifically community development and human resource development. Strategies to

fulfil this role should reflect the distinct needs of both developed and developing communities.

The needs of developed communities are driven by the following anticipated demographic and economic changes:

- population increase will be higher than developing communities;
- the impact of large scale economic development initiatives will be highest in developed communities;
- most adults will have completed high school;
- unemployment levels will be comparatively low; and
- community transfers and settlement of land claims may shift the type of employment available.

The needs of developing communities are driven by devolution of government services to communities and by increased opportunities that are emerging as land claims and treaty entitlements are resolved. With the changing political and economic factors, post-secondary education proposals must address the following needs:

- unemployment levels will be higher than the territorial average;
- new jobs created through community transfers and land claim ratification will require training;
- more students will complete grade 12 and will require post-secondary programs;
- community leaders will continue to promote wellness strategies in all community based activities; and
- community agencies will increasingly demand higher education and skill levels of community employees.

Just as the North is made up of communities, communities are made up of people. Our review of education levels of northern people and our consultation with communities and educators reveals the following:

- overall education levels of Aboriginal people are inequitably low;
- grade extensions will result in higher graduation rates in communities and these students will require transitional support to higher education opportunities;
- the Aurora College student population will grow by approximately 400 full-time students in the next five years;
- students need programs that reflect northern culture to make education more relevant;
- for Northerners to achieve employment at all levels in all sectors, university level programs must be available; and
- students involved in education programs are making changes in their lives and services to support them in that change are required.

These conclusions demonstrate a very diverse set of needs and interests to which Aurora College must respond. The College will continue to grow. However, it cannot apply a generic post-secondary education model to the very unique conditions in northern communities. An appropriate northern model is required to provide the range of training and education services required in the two types of communities and to tailor the programs to the changing needs of northern students. The College has developed such a model in its short but dynamic life. The next section will detail this model, an approach based on the experience of college educators and administrators across the North.

Section 4

A Uniquely Northern College

A Community-Centred Model

Overview of Our Mandate

To articulate the vision for a uniquely northern college, it is important to detail the overall corporate mission of Aurora College and to identify an education and community development model that will fulfil this overall mandate.

The mission of Aurora College is:

to support the development of the Western Northwest Territories by providing:

- ***quality education for careers; and***
- ***a focal point for research and technology development.***

The College is dedicated to community-centred education and research to allow maximum access to all adults who wish to learn and to document northern knowledge on which our learning can be based.

To emphasize the meaning of this commitment, it is important to clearly state the intended understanding of the terms used.

Northerners have told us that development is the ability to participate in the global economy, and in doing so, to express the knowledge and understanding of Northerners passed down through the generations for the world to see. To participate equitably in development, Northerners need quality education for the careers that will be most in demand.

The review of education levels in northern communities has demonstrated that the needs in developing communities are different from the needs of developed communities. At the same time, ties to culture, language and traditional values are stronger in developing communities than in developed communities. These differences provide unique opportunities for Aurora College and call for an approach that is designed to meet the needs while responding to the opportunities.

Northern Education Model

Through our history of involvement in education in northern communities, we have developed a model for post-secondary education and research that combines a strong understanding of educational practice and research methods, an appreciation of northern values and a commitment to advancing the interests of Northerners. A program appropriate for northern communities is northern designed, hires northern instructors, incorporates northern knowledge and is delivered in appropriate northern venues.

Figure 16 illustrates a northern education model that enhances the relationship to and understanding of our communities, our culture, our environment and the global community.

By applying this approach, the College ensures that education begins with the community and the institutions that make up that community: families, community groups, employers and schools. The community values learning and, as families, community groups, employers or educators, inspires students to participate in educational programs. The community member becomes a College student and in making that choice, becomes a participant in a comprehensive education program and the series of partnerships that enhance that program. Each program is based on a knowledge base that values the experience

Figure 16: Northern Education Model

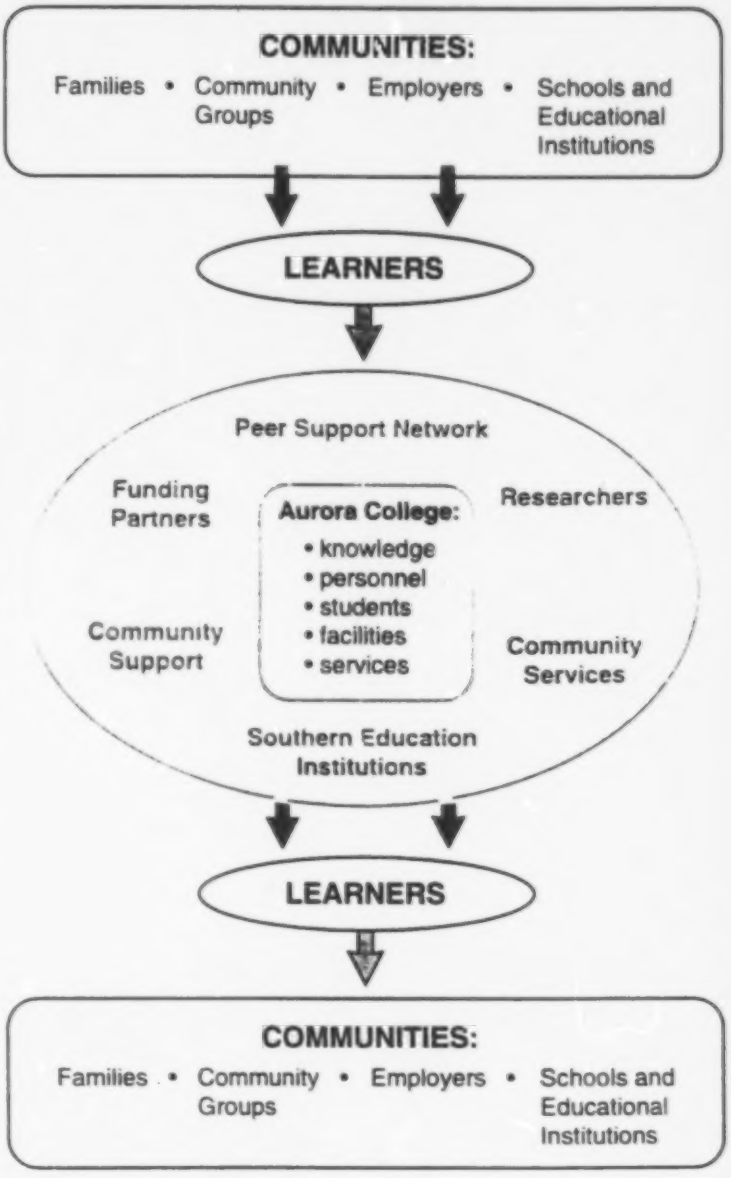


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Figure 17: Northern Research Model

and traditions of Northerners and recognizes our involvement in the global community. College staff are northerners with a strong commitment to learning opportunities that are relevant to and work for Northerners. Facilities are community based and maximize the use of community resources.

Aurora College is not alone in meeting the needs of the northern student. Community service agencies, funding partners, southern educational institutions, student peer support networks, community members and researchers all make critical contributions to the College programs and ultimately to the success of each student. These partnerships are the foundation of a northern education model and serve to both nurture and catalyze the learning process.

The goals of the northern education model recognizes the diverse needs of northern communities. Clearly, employment for northern students with northern agencies is a fundamental need that must be met. At the same time, post-secondary education should strengthen the students ability to contribute to his/her family and community. It should also promote lifelong learning and in so doing prepare students for participation in higher levels of education.

The application of this approach to research means that research is initiated by northerners to meet northern needs. Figure 17 illustrates the way in which this model is applied to research and the way in which research can contribute to education and an increased ability for informed decision making in the North.

Community groups, government agencies, the private sector and community members themselves identify research needs. As the research arm of the College, the Science Institute brings its resources to bear on research issues through partnerships with southern universities, funding partners, government agencies, Aboriginal organizations and northern researchers. The research results are brought back to the North to be used to strengthen the northern curricula and to provide communities with information they need for decision-making.

Characteristics of a Community-Centred Approach

This 'community-centred' northern education model adopts a community development approach to education. Community development is defined as:

> *a problem-solving process that enables community members to identify their own problems, needs, and/or desires and work together to find solutions that are appropriate for them (adapted from Napoleon, 1992:15).*

There are four main components to a community development approach:

- communities participate in establishing goals and priorities;
- the programs incorporate community knowledge and values;
- the overall thrust of the organization is to build skills in the communities; and
- partnerships are used as mechanisms to strengthen the abilities of communities to achieve their goals.

Community development, from an educational perspective, means that the community establishes education and research goals and priorities. The community and the College support community members who pursue educational aspirations. Community knowledge and experience are incorporated in the design of the education programs. It also means that training and education opportunities are directed toward those individuals in greatest need in order to strengthen the role that individual fulfils in his/her community. No single individual or agency is alone in pursuing educational goals. Partnerships are our foundation.

Community Education Goals and Priorities

The establishment of community education goals and priorities occurs at three levels. The adult educator communicates with community organizations, band councils and students on an ongoing basis to identify and assess changes in needs. The regional campus conducts formal needs assessments in communities and in specific programs.

From a research perspective, this means that northern communities participate in the establishment of a northern research agenda. This agenda will be developed through a consultation process that articulates areas of study that are most needed for northern development to occur.

Communities can also participate in the establishment of goals and priorities through program advisory committees. Many College programs are guided by advisory committees composed of representatives of the communities served. The South Slave Research Centre is directed by a regional steering committee. Increasingly, all research centres will follow a similar approach.

Bridging - Supporting Individual Aspirations

In order to promote post-secondary education at a community level, learner support programs are initiated by communities and by Aurora College. The community's role is to celebrate successes and provide encouragement. The College's role is to remove all educational barriers that may be placed in the path to success.

The community and College collaboratively build bridges for assisting students to make transitions. This approach is taken because our experience indicates that barriers are present at the transition points from one organization to another. It is at these points that students will most likely drop out of the educational continuum.

Community Knowledge

The people of the Western Northwest Territories have expressed concerns that education levels in the North are low in part because programs primarily use southern information and approaches that are not well linked to northern experiences. In the view of communities, as learners, we need to understand ourselves, our cultures and our environment better before we can make sense of our role in a global society. To facilitate this understanding, northern education should be based on 'northern' knowledge. **Figure 18** illustrates our understanding of knowledge as balancing traditional knowledge, community values and western knowledge.

With the amalgamation with the Science Institute, the College is better situated to link education programs with current research in the North. Similarly, with this change, the Science Institute is well posi-

tioned to work with communities to incorporate traditional knowledge and community values and experiences in research that is conducted here. It is incumbent on Aurora College in collaboration with researchers, Aboriginal groups and community agencies to make this information available through course material, data bases and publications.

Figure 18: Components of Northern Knowledge

Partnerships

Aurora College is a relatively small education institution with a large mandate serving diverse interests. It is not possible, within current economic conditions, for the College to address the post-secondary educational and research needs of northern communities alone. We know that many other northern organizations, be they community groups, businesses, government agencies or individuals have knowledge, skills and resources that will allow us to collaboratively offer richer and more relevant programs and services. Our ability to participate in appropriate partnerships ensures that we are more accountable in assessing northern needs, bring more expertise to the design and implementation of programs and services and are more efficient in our use of public resources.

The application of the four components of community development provides clear guidelines to College staff, students and our partners in education. By clearly articulating and reaffirming community development as a primary strategy, Aurora College shows leadership in becoming a full partner in building the post-secondary foundation for the community learning network outlined in People, Our Focus For the Future: A Strategy to 2010 (Department of Education, Culture and Employment, 1994).

Northern Values Shaping the Future

The northern education model and the community development method are matched by a set of corporate values that have evolved through the history of Arctic College. The values must be clearly articulated as values that will drive the post-secondary education process in the Western Northwest Territories for the next five years. They must be promoted and celebrated throughout the organization in a manner that is clear to staff, students, researchers, employers and the community as a whole.

These values are influenced by the culture of the North and by the experience of Northerners in designing their own future. These values include an emphasis on building strong communities, making services accessible, responding to articulated needs, maintaining quality programs and efficiently using public resources. Each of these values is explored in terms of its impact on education and research programs.

Strong Communities

Just as communities are the foundation of our northern culture, a community learning network is the foundation of the new vision for education in the Western Northwest Territories. The role of the College is to contribute to strong communities by assisting them to develop strategies for implementing a community learning network and ultimately by ensuring people have access to training and education. From an educational perspective, strong communities:

- participate in informed decision-making;
- offer opportunities for members to make informed career choices;
- support community members in their pursuit of education;

- recognize the role of education in community well-being; and
- recognize the value of traditional skills and knowledge in the education process.

With respect to research, this means that the College will work with communities to ensure that current research required for decision-making is accessible and that research is conducted with an appreciation of the relationship of northern people to our communities and the land. To achieve this, communities will be encouraged to take an active part in developing a research agenda for the North and will play meaningful roles in the fulfilment of the agenda.

Access

Access means that no one group has more or less opportunity than another to pursue their aspirations. Our programs, therefore, must be designed to address the needs of both developing and developed communities. From an educational program perspective this means that the College will maintain and enhance:-

- a flexible entry policy;
- community-based delivery;
- culturally relevant program design and delivery; and
- appropriate student support services.

A flexible entry policy means that life experience is valued as an equivalent for some entrance requirements. In instances where additional academic training is required, an access year or specific upgrading courses will be provided to assist students in making the transition.

The community-based delivery model is adopted because our experience has shown that enrolments increase and drop-out rates decline when courses are offered in home communities. This approach also better addresses the needs of adult learners who must fulfil obligations to family, employers and community. However, when adopting this value, the College recognizes that, when student numbers are too low or the equipment required for instruction is too costly, a community-based approach is not an appropriate use of public resources. In instances such as this, the adult educator can work with the community to explore alternative delivery mechanisms such as distance education.

A culturally relevant program is an important aspect of accessibility because people learn best if the learning is framed in a context that is familiar to them - their own culture. Although it is communities themselves who will set priorities for culture, heritage and language activities, the College has a critical role in developing and using culturally appropriate materials and teaching methods and in promoting the use of Aboriginal language in post-secondary education programs.

From a research perspective, this means that research programs should increase the number of northerners involved on a day to day basis at the research centres. The language and experience of scientific research must be made more accessible. Research shall be conducted in a culturally appropriate manner and the knowledge of the Elders shall be recognized, supported and documented for use by future generations. This value also recognizes that the current gap between existing education levels and the level needed for participation in science and technology careers can only be addressed through a long-term process to build a science culture.

Responsiveness

Aurora College has developed expertise and approaches that are considered very responsive to northern training needs. We will continue to build on this strength and ensure that this commitment to respond to northern needs is adopted and applied throughout the College community. We must remain in touch with those groups that we serve, be sensitive to any changes in needs, build connections to new and emerging partnerships and be in a position to respond to ever changing needs for training and education.

Aurora College recognizes that communities are the experts in defining their own needs and interests. The College offers its services as a partner with communities.

In terms of education programs, we will consult with community and industry representatives to ensure base-funded programs meet the needs of the targeted communities. At the request of community groups, and with the availability of funds, specialized programs will be developed and delivered.

The research arm of the College, the Science Institute, will respond to the needs and interests of the people of the Western Northwest Territories articulated through a northern research agenda. The Institute will use this agenda to communicate northern research needs to researchers and to guide the research priorities of the Institute.

To be responsive, the Institute must make its services more accessible and relevant and must provide quality research services. Most importantly, it must in a measurable way contribute to the development of the people and communities of the Western Northwest Territories.

Quality

Quality is central to the culture of the College. The College looks for the following indicators of quality in both its education and research programs:

- acceptance of programs by employers and clients;
- cultural relevance and appropriateness;
- acceptance by the academic community;
- degree to which needs are addressed; and
- appropriate adherence to professional standards.

Additionally, there are other measures that apply specifically to the education programs:

- continued student demand for individual programs;
- high course and program completion rates;
- continued involvement of graduates in education programs;
- credit transferability both within the College and to other institutions; and
- course and program professional accreditation.

Communication is critical to the fulfilment of this value within the College system. College staff need a clear understanding of the many dimensions of quality to implement this value in all their activities. The College administration must implement appropriate and fair evaluative mechanisms to provide ongoing feedback and quality control.

Efficiency

Efficiency means that the College will strive to maximize the value gained from public funds for the benefit of Northerners. The degree to which this value is implemented is measured through performance indicators. This information will allow College management to keep track of efficiency issues and provide a factual basis on which to make necessary management decisions.

The College as a whole becomes more efficient by strategically focusing its efforts on the highest need areas and by regularly testing the relative value of existing programs and services.

We achieve operational efficiencies by coordinating master timetables for all regional campuses and program efficiencies through regular program evaluations. Infrastructure

efficiencies are identified through energy audits and facility improvement plans.

Through partnerships with appropriate agencies, the limited resources to address identified needs are expanded. By undertaking education and research in a collaborative manner with partners in the North and south, the quality and relevance of education and research will improve. Through partnerships with divisional boards, the College will work toward systems to allow secondary students to take courses at the community learning centres and College students to take courses offered at the school. Partnerships with Aboriginal and community agencies will also be expanded to provide the support required to ensure a smooth transition for the student to an academic environment and ultimately to employment.

Linking the Model to Northern Needs

To this point, we have described the economic and demographic changes that the North will face over the years ahead. We have described a model for educational development that is focused on the learner to support the development of northern communities. And finally, the values and corporate culture of Aurora College have been articulated.

Based on this comprehensive review of needs, values and approaches, we have identified a series of strategies that will guide the efforts of Aurora College for the years to come. These strategies describe how we will turn into action our role as the leading provider of adult education services in the Western Northwest Territories.

Section 5

Strategies to Fulfil Our Vision

Designing Responsive Strategies

As Northerners know well, the Western Northwest Territories is a very special and unique region of Canada. We have strong cultures, meaningful communities, and an enviable physical environment. For staff, students and community partners, the education environment is rich with opportunity and at the same time, challenging. This plan shows that different strategies are required for different communities. The Board of Governors, through a comprehensive consultation process has selected seven strategies that meet these needs and in doing so, move the College toward a leadership role in the delivery of post-secondary education in accordance with the northern education model. The following seven strategies are intended to guide decision making in the months and years ahead.

STRATEGY #1

Increase community-based programs in all regions

As noted above, the College has a well developed infrastructure of campuses and community learning centres in the Western Northwest Territories. Although progress toward provision of skill based training at a community level has been made, the current focus is primarily on provision of adult basic education instruction.

The continued application of a community development method in the northern education model means that the College will work closely with communities to identify community training and education needs. Over time, it is expected that there will be a shift from a need for adult basic education to a balance of adult basic education and skills-based programs in communities. The College will then play a lead role in seeking funding partners and facilitating the delivery of a broader range of services for northern communities.

Community development also means that the College will provide appropriate education assistance to community members that need it. With this in mind, the College will work with students in communities to ease the transition from school to College, College to work or College to university. Community learning centres will also accept a larger role in career counselling, to assist learners of all ages to seek career related information and to advise them of the possible avenues to the career of their choice.

As noted in Section 3, grade extensions in most communities will lead to a significant increase in the number of youth completing high school. An opportunity exists to both respond to this need and build upon the Community Learning Network described in People, Our Focus For the Future: A Strategy to 2010 (Department of Education, Culture and Employment, 1994) to enrich the learning opportunities of adult learners and youth alike. An effective community network means that through partnerships with divisional boards, the College will be in a better position to provide:

- a broader range of academic preparation courses for adults;
- access programs to bridge Grade 12 and College level programs;
- improved access to skill-based programs and Aboriginal language courses for high school students; and
- opportunities for secondary students to participate in practicums in their chosen career areas.

Initiatives in this direction are already underway. Specifically, some schools and community learning centres have begun to share staff, program materials and physical facilities. Similarly, Science Institute staff participate in school programs and College courses.

While a major focus will be placed on the improvement of services for developing communities in the Western Northwest Territories, an emphasis must also be placed on improving services for more developed communities that do not have a College campus. Post-secondary education and scientific research services to communities like Hay River, Fort Simpson and Norman Wells will require special attention in the immediate future.

This commitment to greater responsiveness to a community's training and educational interests must be supported by regional campuses that have a firm commitment to community development in post-secondary education. Existing resources will be redirected and new resources pursued to support this approach. In order to address concerns about the costs associated with community delivery, a commitment must be made to research and establish an innovative, cost efficient distance education alternative. Decisions related to capital infrastructure, operating budgets, commitment of instructional staff and student support will increasingly be aimed at strengthening community delivery.

Action:

- expand services to the nine communities not currently served by an adult educator;
- clarify role of adult educator with respect to program development, instruction, delivery of programs and career counselling;

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- improve the level of services provided to developed communities that do not have a College campus;
- adjust capital planning recommendations to respond to the need for improved facilities for community learning centres;
- in partnership with divisional boards of education and other community agencies, develop improved information networks and technology assisted distance education approaches;
- through partnerships with divisional boards of education, community education councils and schools, facilitate the development of the community learning network;
- redesign current programs to promote high quality multi-site delivery;
- establish program timetables that encourage participation of part-time and non-traditional learners; and
- create staff development manuals and training programs on implementing community-based programs.

Table 3: Types of Jobs Available for Level of Education

Level of Education	Chance of a Job	Type of Jobs
Grade 8 or Less *Unemployment is very high*	33%	Clerks, Sales People, Construction Labourers, Truck Drivers, Service Workers, Wait Staff, Food Preparation. **Average Pay: $13,519**
Grade 9-11 *Unemployment is high*	53%	Administrators, Clerks, Sales People, Construction Labourers, Truck Drivers, Service Workers. **Average Pay: $21,206**
High School Diploma *Unemployment is lower than average with work experience*	78%	Managers, Administrators, Clerks, Secretaries, Bookkeepers, Service Workers, Sales People. **Average Pay: $28,702**
Certificate or Diploma, Trades, College Education *Unemployment is low. Wages are higher*	84%	Managers, Administrators, Carpenters, Plumbers, Welders, Secretaries, Bookkeepers, RCMP, Park Warden, Fire Fighters, Childcare Workers, Language Specialists, Teacher Aids, Community Health Representatives. **Average Pay: $31,810**
University Degree *Unemployment is very low*	93%	Managers, Teachers, Lawyers, Social Workers, Psychologists, Biologists, Geologists, Engineers, Architects, Doctors, Nurses, Dietitians, Pharmacists, Laboratory Technologists. **Average Pay: $48,434**

STRATEGY #2

Continue to focus on career-oriented programs

In some form or other, Aurora College has been serving Northerners for 27 years. This experience has matured the organization into a strong force for education in the North. We have consolidated a strong base of career oriented diploma programs that have lead to meaningful employment for a high number of graduates.

We have established credibility in national academic and professional circles and amongst northern people through these programs. This credibility is an important foundation for a northern education institution. **Table 3** demonstrates that there is a strong correlation between education levels of northerners and their levels of employment. Similarly, there is a direct relationship between education levels and expected income.

To build on our successes and respond to current economic indicators in the Western Northwest Territories, the College's programs should continue to match the jobs available and should provide a bridge for students into meaningful employment.

Matching Training Programs to Jobs

Historically, the College and its funding partners have supported training programs that are focused on employment in the public sector. These highly successful training programs have included Social Work, Teacher Education, Nursing and Natural Resource Technology.

As demonstrated in projections for the development of the northern economy, it can be expected that the private sector will increasingly play a larger role in the economy of the Western Northwest Territories. Specifically, private sector investment in mining activity, oil and gas production, and forestry is expected to grow. Lutra Associates in the Yellowknife Campus - 1993 Education and Training Needs Assessment indicate that:

> *as many as 1000 direct jobs and 3000 to 5000 indirect jobs may be created through the reopening and establishment of new mines, the construction of hydroelectric dams and roads/ports, and servicing of these industrial developments.*

and

> *The settlement of land claims/treaty entitlements, the division of the N.W.T., and community transfer initiatives will also alter the demand and supply of labour.*

These influences, coupled with an expected increase in the transfer of government programs to private and non-governmental, community based agencies, will result in a change in training and education needs over the life of this plan. Increasingly, the College will focus resources on preparing graduates for careers in the private sector. This will lead to increased delivery of service-oriented, managerial and administrative types of programs. In recognition of the increased demand for Northerners with training in the sciences, it can be expected that new programs in the technologies will be introduced. To prepare for community transfer and other self-government initiatives, the management studies program will be reviewed for appropriateness to this management context.

Transitions to Work and Higher Education

As noted above, in order to fulfil our responsibility to prepare northern students for meaningful employment and to contribute to economic development in the North, it is critical that we continue to emphasize career-based programs. However, to ensure that a transition from College to work is successful, bridging mechanisms in all our programs are required.

A bridging program directly connects prospective employers with College students in the training process. This connection is established by increasing the influence of employers in training and curricula. In addition, programs that do not currently provide direct work experience must be adapted to include this element. This will require an increase in the practicum component of select programs, simulated work experience in the training environment and other ways of achieving this objective. As well, certain programs will be reformatted to follow a cooperative delivery approach with prospective employers.

To emphasize to students the value of lifelong learning, the College will facilitate a smooth transition to university or other further education. This transition will be accomplished by providing career counselling and assisting the student in selecting universities that have established expertise in their chosen field. The College counselling services will identify those universities that provide support services for northern students and will assist students with academic arrangements for their first semester at the selected institution.

The commitment to the enhancement of existing programs and the introduction of new programs will improve Northerners opportunities to pursue a wider range of careers in both the public and private sectors.

Actions:

- work with funding partners to develop new programs and reorganize existing programs that are targeted at providing northerners with training opportunities for a mixed private/public sector economy;
- work with divisional boards and schools on the implementation of a career technology studies program to improve the

school to College transition and provide students with advanced standing in skill based training programs;

- provide students with directly related practical experience as part of each training/education program through practicums and workplace simulations in all programs;
- redesign select programs for cooperative delivery;
- establish an appropriately selected training program in one of the technologies that leads to possible careers in both the public and private sectors;
- use the skills and resources gained through the amalgamation with the Science Institute to support the delivery of Natural Resources Technology Program;
- review Management Studies to ensure this program will prepare students for management opportunities in self-government settings;
- establish transfer agreements with southern universities for all credit-based programs; and
- identify and implement innovative approaches to the delivery of career-oriented programs in communities with a particular emphasis on working with Apprenticeship Certification Boards, community agencies and funding partners to increase the trades related programming in communities.

STRATEGY #3
Strengthen the ABE program

Adult Basic Education (ABE) programs must continue to be an integral part of the College course offering because the need is still very high. A significant percent of the population 18 years of age and over in the Western Northwest Territories have not completed grade 12. This need is significantly higher in small communities and within specific age groups. For example, 32 percent of Aboriginal people over 15 years of age have less than a grade 9 education. The College will respond to this need by targeting our programs to the highest need groups.

Over the past few years, the College has developed a standardized ABE curriculum that provides a meaningful approach to student progress and ensures students have the appropriate academic preparation for the program of their choice. As the Western Northwest Territories moves into the first part of the next century, the demand for people with science-based skills will increase significantly. Large scale resource development will require engineers and other technicians. As well, given the North's fragile environment, Northerners will need assurance that these natural resources are being managed to protect the environment for future generations. Our adult basic education science program will be enhanced to prepare participants for entry into training programs and careers in the sciences.

Recently, the College has formed partnerships with various employers to initiate workplace literacy and academic preparation projects. These projects on construction sites, in arts and crafts centres and other work related environments have proven to be effective approaches for learners to acquire the necessary reading, writing and computation skills while at the same time learning new skills that will assist in finding future employment. We will be working with various funding partners such as the Building and Learning Strategy, Secretary of State for Literacy, Department of Economic Development and Tourism and other agencies to continue with other workplace educational projects.

In addition, the Personal Life Management component of our ABE program will be enhanced to have an increased focus on careers. The course will also be adapted to include aspects of work simulations, career mentoring and workplace practicums. This will provide participants with an introduction to a range of careers and assist in their decision-making. Northern development corporations, businesses, Aboriginal or-

ganizations and government agencies will be encouraged to be partners in this process.

This direction offers a strong fit to other strategies because many potential students need some upgrading before they can participate in other College programs. We find that students in ABE programs often benefit most from community-based programs. This understanding is also reflected in the new income support reform which provides opportunities for employable income support recipients to develop marketable skills. Aurora College will play a key role in providing ABE opportunities for participants in this program.

ABE will be delivered in close cooperation with both the secondary schools and the community at large. Strengthening these ties will increase the resources available to deliver education in the communities. The College and the community learning centres, the primary delivery mechanism for ABE, will work toward the further development of linkages with communities through ongoing consultations with community education councils, claimant groups, bands and hamlet councils.

Action:

- tailor the ABE curriculum as a preparation for career training and increase workplace simulations, mentoring programs and career counselling aspects of this curricula;
- establish partnerships with development corporations, businesses, Aboriginal organizations and government agencies to deliver more workplace literacy and academic preparation projects and to encourage education for career advancement;
- increase emphasis on literacy in Aboriginal languages;
- develop and deliver the preparatory math, science and technology aspects of the ABE curricula;
- establish partnerships with community schools to allow for a broader range of academic preparation courses for College students;
- increase cultural relevance and northern content of the ABE curriculum; and
- train northern ABE instructors and facilitators.

STRATEGY #4
Strengthen the Role of Support Services

Support services are a requirement for all successful education programs. In the Western Northwest Territories, special attention is paid to support services because this is another important way to increase access to College programs for students who do not have the necessary academic background or who have historically experienced barriers to education.

The primary thrust of the College's support services will continue to be educational support services such as registrars services, libraries, housing, day care, and counselling. The needs of the College students on the campuses for these services are often very different from the needs of students at community learning centres.

Registrar Services

Campus registrars are the window to the College for students, providing information to prospective students and assisting students in the registration and financial aid process. In order to make information about the College readily accessible to students across the Western Northwest Territories, the registrars must be appropriately trained and skilled in communication in a culturally diverse environment.

The registrars will also be instrumental in implementing the College's admission policy. They will play a lead role in facilitating prior learning assessments that will assist students to select appropriate programs and faculty to design workable tran-

sition programs for students who do not have the formal education requirements.

Libraries

Libraries are a requirement of a comprehensive post-secondary education program from both a student and faculty perspective. At present the largest library in the College system is at Thebacha Campus. This library houses 15,000 monographs, federal and territorial government documents, 250 periodicals, 300 videos, a small juvenile collection and variety of newspapers. Thebacha Campus library offers material to community learning centres and other campuses as required.

The Yellowknife Campus is currently collecting resource materials to support the delivery of the Northern Nursing Program.

The Inuvik Research Centre has a small library comprised primarily of northern research reports, northern publications and northern archival publications. This library is currently used by students of the Natural Resources Technology Program where appropriate materials are available.

Aurora Campus and all community learning centres do not have libraries, however, most learning centres and the South Slave Research Centre have developed small resource collections related specifically to their activities.

The College ultimately intends that all campuses will have access to college level resource material and all learning centres and research centres will have access to required materials through a college level library service in their region.

To ensure that this goal is met efficiently, the College is assessing its needs and the current opportunities with the amalgamation of the Science Institute. The College will also consult with representatives of the territorial library system to identify potential collaborative activities. A strategy will then be developed for the expansion of the library system to meet the needs of all campuses, research centres and community learning centres.

Counselling

The recent Special Committee on Health and Social Services Final Report illustrated that Northerners place a high priority on community wellness and community healing. In our experience, wellness is a prerequisite for a positive community learning environment. We recognize that many of our students are away from home and their day to day family support network. The College plays a critical role in addressing this gap.

The counselling services will focus on career counselling, academic assessment services and crisis intervention counselling. Counsellors will reach out into the communities to establish direct contact with students and adult educators.

The College will work with the Departments of Education, Culture and Employment and Health and Social Services, as well as community agencies to improve specialized mental health services for students at the campuses and in the communities. This will be achieved through collaborative relationships with social service agencies in communities.

Recreation

Opportunities for participation in recreation activities are critical to student wellness. Two of the three campuses currently have access to well equipped recreation facilities. To support the preservation of northern culture and ease the transition to campuses for northern students, recreation services that provide opportunities to participate in traditional activities will also be promoted. These activities are very important to the wellness of students involved on the campus in lifestyles different from which they are accustomed.

Housing and Food Service

Housing for off-campus College students is provided at all three campuses in the Western Northwest Territories. Thebacha and Aurora Campuses have single and family accommodation while Yellowknife has a very limited number of family units.

Two of the three campuses have reasonable quantities of housing available for student use. However, because these units have been acquired on an ad hoc, opportunity driven basis, coordination between this area and other student services has been limited. The housing program has been affected by the need for other support services such as day care and counselling.

The Student Housing Long Term Strategy (1994, Avery, Cooper Consulting) outlined a set of recommendations to address the current issues. The strategy recommends that the College continue using limited available resources to acquire access to housing through collaboration with other government departments, divisional boards and the private sector.

Over the long term, the College will be encouraging the private sector to play a more direct role in the provision of family sized accommodation at each of our three regional campuses. Management practices will be reviewed to identify efficiencies that can be achieved. Student residence organizations will be promoted and increased attention will be paid to support service requirements of students in College housing.

Actions:

- establish and formalize support networks of various agencies for students attending regional campuses;
- work with Ministry to extend career counselling to all community learning centres;
- confirm existing stock of family sized accommodation at each of the three regional campuses;
- encourage private sector involvement in replacing poor quality units and to absorb increased demand for housing as enrolment grows;
- in cooperation with other partners and through distance technology enhance library services for all campuses and community learning centres;
- enhance recreation service at regional campuses through organized cultural, social and athletic events; and
- assess current approaches to the provision of single student accommodation and associated food services.

STRATEGY #5

Develop an understanding of northern issues through the establishment of a northern research agenda and the documentation of northern knowledge

Clearly, research in the Western Northwest Territories is a critical component of knowledge building for the people of the territory. At the same time, it is also significant to the national and global knowledge base. Scientific research is typically driven by three main forces:

- scientific inquiry;
- availability of research funds;
- the needs and interests of research institutions.

It is often difficult to gauge the value of research to both the scientific community and the world as a whole. On the other hand, communities of the North express concern that research is undertaken to meet the needs of academics while research about community issues is critically needed.

To address these issues, a northern research agenda should be developed and implemented to build a foundation of northern knowledge. This agenda should for the life of this plan, address those issues that are most critical to Northerners. It should be specific enough to address the immediate information needs of Northerners and yet be sufficiently broad to advance the potential of pure scientific inquiry in the North. The agenda can form the basis of a research and development strategy for the Western Northwest Territories and the results of the exercise can be used to advance a northern post-secondary curricula.

Action:

- establish an annual agenda of research that is required by Northerners by consulting with community groups and agencies;
- increase accessibility through information sharing and database development;
- expand research support programs and identify dedicated funds for priority research;
- examine resources and determine the research that the Institute can manage directly and those that require external support;
- establish formal and informal funding and research partnerships with appropriate agencies to meet the needs of the northern research agenda and research community;
- promote the northern research agenda through communications with other agencies and students;
- lead in the development of technologies in the Western Northwest Territories;
- establish priorities and capabilities for in-house research;
- promote participatory, action research where possible;
- develop the College as a Centre for Excellence in community based, northern research.

STRATEGY # 6

Incorporate northern knowledge in post-secondary education programs

The College is currently providing an educational forum for the decision-makers of tomorrow. It is important that these decision-makers be well equipped to face these challenges. Decisions about development, the northern environment and community life should be enhanced by the contribution of northern knowledge. Not only must decision-makers have a strong grounding in the specific disciplines of study but, given the unique nature of the North, they must have access to information gathered about unique conditions in the North.

This role will be the foundation of the Science Institute activities in the next five years. As the research arm of the College, the Science Institute will be directly responsible for consolidating research conducted in the North and making it accessible for students, instructors and the general public. As well, the Institute, with ready access to northern research, will contribute significantly to our ability to design northern curricula.

Northern curricula is becoming increasingly important to northern communities. During our consultation for this plan, many communities expressed an interest in having the College play a facilitation role for the preservation and enhancement of Aboriginal languages in the Western Northwest Territories. To respond, Aurora College developed Dogrib language materials for first language adult basic education learners. This curriculum will be implemented in community learning centres in Dogrib communities beginning in September 1995. Similar plans will be established for the provision of other Aboriginal language courses for other communities in the Western Northwest Territories.

Similarly, students in the Natural Resources Technology Program in Fort Smith have used research on alternate energy projects across the North to broaden their understanding of energy options for the North.

The College, through the Science Institute, can fulfil its role to document and make this northern knowledge accessible by continuing to develop a comprehensive science access program. We can develop greater capacity for information sharing through the establishment of a research database development. In particular, the existing licensing database can be expanded and made more accessible.

Annotated bibliographies and literature reviews on different topics of concern to

Northerners can be conducted and made available to Northerners and northern agencies. The plain language series and videos can be profiled and expanded for use in education programs. To ensure that this information is available to educators, direct contacts between researchers and instructors will be promoted.

To actually enhance employment opportunities in scientific research, an active research assistant program and science career mentorship program can be established. Finally, to promote the role of science in the North and thereby encourage Northerners to see a future in it, the Science Institute will showcase and profile specific research projects.

Actions:

- a plan to incorporate traditional knowledge in all programs will be prepared and implemented;
- all programs will be reviewed to increase the level of northern content;
- plain language science series will be expanded;
- a plain language northern research journal will be initiated;
- involvement of northern researchers and incorporation of northern research in post-secondary programs will be actively promoted; and
- students and northern educators will be specifically invited to participate in the development of a northern research agenda.

STRATEGY # 7
Prepare to be a University College

The people of the Western Northwest Territories feel that the time is rapidly approaching when a university college for the North is a prerequisite for full human resource development to occur. The amalgamation of the Science Institute with the College heralds a move toward increased capability to deliver programs at the university level.

This direction is supported by the shift in the types of employment available in the Northwest Territories. Recent data suggests that 31 percent of jobs in the Western Northwest Territories require university degrees (Statistics Canada, 1994). Projections for the North American workforce in 2000 tell us that up to 75 percent of all jobs will require post-secondary education, many at a university level.

Overall, this plan is aimed at increasing the education level of Northerners to achieve a concurrent increase in the number of Northerners working at all levels in the career strata. This specific strategy is aimed at increasing the number of Northerners with university level qualifications. During the life of this plan, Aurora College will purposefully undertake activities to prepare for university-college status.

We believe that the North is ready for a university college for several reasons. First, the cost of educating Northerners in the south is increasing. Because we anticipate a significant increase in the number of students wanting to pursue a university level education, increasingly, it will make financial sense to make it available in the North. Second, we believe in the people of the North. We know that many students have an overwhelming knowledge from life experience and cultural base but may not have the full academic prerequisites for university entrance. To increase the number of Northerners with university level qualifications, entrance requirements must acknowledge prior work and life experiences and provide access programs to facilitate student success.

The initial phase of development toward a university college will be driven by demand and will focus on career opportunities in the North. Those programs that Northerners identify most often as the study of choice will be pursued first. The programs include the Teacher Education Program, Management Studies, Northern Nursing and Natural Resources Technology. This approach will ensure that the College builds

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on its strengths and areas of expertise. As well, in many of these programs, the College has already established transfer agreements with southern universities.

The College has laid the foundation for degree granting status by building, course by course within specified programs, to the point where three years of a degree program can be secured in the North. To achieve full degree granting status within the life of this plan, the College will continue this developmental path.

Four key areas of activity are required before the College has the capacity to provide the rigorous educational requirements for a degree. First, more of our staff will require graduate and doctoral level qualifications. Next, specialized facilities will be required. Specifically, laboratory space will need to be increased and appropriate library services developed. As well, programs tailored to a northern context will need to be designed. Clearly, the main advantage of a northern university college, to Northerners and non-northerners alike, is the unique perspectives and specialized programs that can be offered in the North. Aurora College will use this opportunity as the foundation of the university-college. Finally, the ability to grant degrees must be established by the Legislative Assembly through amendments to the Public Colleges Act and the appropriate professional accreditation should be secured for each program.

The research program coordinated by the Science Institute will contribute to and benefit from university college status. The incorporation in the curriculum of the publications that flow from research adds to the credibility of the research and the ongoing development of knowledge in the specific field. The opportunity to participate in research will make the College an attractive employer for university level instructors. Finally, the increased scientific resources available through the Institute strengthen the overall resources of the College in this regard.

The process to be adopted will be comparable to the process followed by other university colleges in Canada. The College will move toward degree granting status on an evolutionary basis. Year by year we will add more university level programs to our roster. We will continue to collaborate with appropriate universities that currently grant degrees. When we are at the point of offering all the requirements for a degree in the Western Northwest Territories, the Board of Governors will request that the Minister of Education, Culture and Employment and the Legislative Assembly consider legislation for degree granting status. Our objective is to prepare for this development within the life of this plan.

Actions:

- develop a long-term plan for achievement of university status;
- select the appropriate program areas for further development toward degree level delivery;
- implement a human resource development strategy to increase the number of instructors with appropriate educational credentials;
- establish and consolidate transfer relationships with southern universities and research agencies;
- increase involvement of instructors in northern research;
- encourage Aboriginal instructors to secure graduate degrees;
- increase involvement of Science Institute staff in program design;
- progressively develop university library capability in targeted programs; and
- establish laboratory facilities at campuses where none currently exist.

The strategies outlined above describe the incremental changes that Aurora College will make to achieve its mission in an in-

novative and efficient manner. The values of Aurora College are implicit in each of these strategies. Aurora College's northern education model is fundamental to the successful implementation of the strategies. The next section will show how these changes can be implemented in a way that responds to projected increases in student enrolment, focuses on the needs of communities, anticipates labour market requirements and recognizes the changing economic climate.

Section 6

Implementing the Strategies

To implement these strategies, Aurora College must have an understanding of where the resources to support the plan will be secured and when specific activities should be initiated. All strategies outlined in this plan are key building blocks toward a balanced, uniquely northern, post-secondary education institution. Some of the actions can be initiated using existing funds while others can only be undertaken when funds are available. A flexible, responsive plan for implementation is required to ensure that resources are allocated in the most efficient way possible.

This section presents a two-tiered approach to resource allocation that is particularly appropriate in this period of high need and diminishing resources. The description of this approach will detail the way in which the use of existing resources will be maximized. Included also is an explanation of why Aurora College believes measured new investment in post-secondary education is appropriate at this time. Our approach to targeting new investment and a priority rating for each new investment is then detailed. To conclude this overview of the implementation plan, the time frame during which Northerners can expect to see the strategies in action is provided. Tables outlining the anticipated costs of each action detailed in the strategies are provided in Appendix B.

A Two-Tiered Strategy

Aurora College recognizes that the allocation of resources must be planned with a clear understanding that we are entering a period of decreasing resources. Governments at all levels are under increasing pressure to limit expenditures. This means that public sector funds for post-secondary education are becoming more and more restricted. Public agencies are being called upon to maximize the use of existing resources. New O&M and capital investment must be undertaken in a measured way based on a clearly articulated rationale. Users of specific services are expected to assume some of the costs. Agencies such as post-secondary institutions that are heavily dependent on public sector support will increasingly need to look to the private sector for development funds.

To address these issues the College has adopted a two-tiered approach to resource allocation. This approach means that:

- we will do more with less; and
- O&M and capital investment will be targeted at the highest need areas.

The two levels correspond with the ways in which funds are generated at Aurora College. The College will do more with less by optimizing the use of base resources. We will continue to supplement our base resources through partnerships with public and private sector agencies. In so doing, we are well positioned to respond to areas of mutual concern. New O&M and capital expenditures will be targeted to a specific need that Northerners agree must be addressed. These expenditures must be prioritized and staged to maximize the benefit of the investment.

Doing More with Less

The College has, over the years, developed strong and effective management expertise in combining entrepreneurialism with community responsiveness. The College will continue to operate in this manner and will continue to seek out partnerships to accomplish our goals. In the current economic climate it is incumbent on us to do more with what we have by optimizing the use of our own existing resources, and by entering partnerships with various organizations to share the use of available resources.

Optimization of Existing Resources

Although historically the College has been very effective in its use of public funds, as a new organization that has undergone seven years of rapid growth, some College operations have developed inefficiencies. Some facilities are under-utilized and some programs are not operating at capacity. We believe that greater efficiency can be achieved by:

- minimizing overlap;
- rationalizing activities with respect to this plan;
- identifying efficiencies achieved through division; and
- building consensus amongst staff of the College vision.

Success in minimizing overlap between the Science Institute and the College has already been achieved, and as a result, services have been expanded. For example, the amalgamation with the Science Institute has allowed Aurora Campus to use research centre facilities for the Recreation Leaders Program and the Natural Resources Management Program. In Fort Smith, where the Science Institute does not have lab or logistical support facilities, researchers have access to College facilities and equipment. A similar approach has been adopted for the provision of library services at Aurora Campus.

We are also adept at identifying program overlaps and directing underutilized resources toward specific needs. A case in point is the Yellowknife Campus that successfully combined funds from the Nursing Program budget with adult basic education funds to lever the required resources

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to create a much needed nursing access year. Other campuses in the Western Northwest Territories will be looking to reprofile existing funds to achieve similar objectives.

The College is also focusing on achieving efficiencies in the administration of programs. For example, a significant proportion of the student enrolment increase can be met through increased enrolments in existing programs. This means that many classes currently operating with 15 - 20 students will be increased to 20 - 25 students. As well, differing mixes of permanent and itinerant instructional staff will allow for some efficiencies to be achieved.

These examples highlight some of the changes that are currently taking place. To extend these principles into the day to day operations of the College, consensus among students and staff is required. Efforts to build a strong, supportive corporate learning environment will continue. In collaboration with students and staff, the College will assess how programs and services are currently organized. Changes that will make the organization more effective, efficient and responsive using existing resources will be identified and pursued. Aurora College will support staff initiative in this regard and nurture staff and student investment in the process.

Funding Programs Through Partnerships

At present, many College activities are undertaken through funding partnerships with community agencies, other levels of government and the private sector. Specifically, the College has partnered with Pathways groups, Band Councils, industry associations, businesses and government departments to offer education programs to meet specified needs. Similarly, the Science Institute coordinates and conducts research on behalf of community 'client' groups. At the course delivery level, the College uses school science labs for introductory level science. College facilities are used by other agencies as in-kind support for education and research activities. For the foreseeable future, the College will continue to rely on these and other partnerships to support education and research programs at the community level.

In future, trades programs, such as construction trades, mechanical/engine repair trades and heavy equipment operations, will be delivered more often in communities and regional centres. We will achieve this by making greater use of local trade shops in schools, municipalities, government agencies and private businesses. The College will also look to partnerships with the private sector to achieve greater efficiency in the provision of student housing. We will also work more closely with schools in all communities to expand the range of courses that can be offered to both high school and College students.

Third party organizations will also be approached to provide funding for a series of special projects. Specifically, corporations will be asked to contribute to the equipment required for the distance education services. Foundations will be invited to support traditional knowledge initiatives. Support from the Natural Sciences and Engineering Research Council will be solicited for logistical support activities of the Science Institute. Full implementation of these initiatives will occur within the life of this plan.

Overall, the College will strive to diversify its funding base and the funds generated through this process will be used to enhance the full range of programs

Rationale for Strategic Investment

Although we have shown that Aurora College is committed to increased efficiency in the utilization of resources, this plan also calls for additional investment in post-secondary education particularly in developing communities. This proposed investment is strategic in that we limit infrastructure and program development to those areas of highest need and highest return. New investment in post-secondary education programs in the Western Northwest Terri-

tories is justified in this time of fiscal restraint for two main reasons:

- the need for post-secondary education opportunities continues to be critical; and
- our facilities are inadequate in some communities.

Let us consider each of these reasons in turn.

Targeting Needs

In Section 3, we showed that the student population will likely increase by approximately 400 students in the next five years. Aurora College is committed to managing this growth so that the greatest needs of northern communities are met. An examination of education needs has demonstrated that the needs in developing communities are significantly different from developed communities.

Table 4 illustrates some of the labour force characteristics that are indicators of educational need.

This data indicates that, in developing communities, literacy levels are low and unemployment is high. At the same time, residents continue to have strong ties to their culture. In developed communities, although literacy levels generally are higher and unemployment levels lower, the unemployment level for Aboriginal people remains high.

Need can also be assessed in terms of the labour market. If College programs are to prepare Northerners for available jobs, programming should be based on the jobs that are available. The five largest occupation groups in developed communities are:

- Managerial and administrative
- Natural and social sciences
- Clerical
- Service
- Construction trades

Table 4: Selected Labour Force Characteristics

Labour Force Characteristic	Developed Communities	Developing Communities
Percent of residents 15 years of age and older with less than a grade nine education	8	47
Percent of residents employed on a part-time or part year basis	42	66
Percent of income from employment	92	80
Percent of income from transfer payments	5	19
Unemployment rate	13	30
Percent of resident speaking an Aboriginal language	7	57

The five largest occupation groups in developing communities are:

- Managerial and administrative
- Teaching
- Clerical
- Service
- Construction trades

There are then a total of six broad categories of occupations in which jobs are most likely to be available in the Western Northwest Territories. Our approach to training for these occupations will be different in developing communities than in developed.

Overall, the most critical needs are in developing communities. To target programs toward needs and available jobs, College programs should continue to focus on ABE, entry level career based programs and culturally based programs. A greater link between management training and self government management needs will likely be required in the near future. However, in developed communities, College programs should be directed toward providing the educational footing for the existing affirmative action policies to be effective and specifically toward career enhancement at a higher level. This means that the College should continue to focus on ABE in devel-

oping communities as well but should also increase science based and general university level programs.

Infrastructure Requirements

To respond to the anticipated growth and the changing needs, Aurora College requires quality facilities at both the community and campus levels.

Aurora College is in the process of building a critical network of educational facilities at both the community and campus levels that are positioned to offer responsive and varied programs. Historically, some of our most successful programs have been offered in church basements and community halls. However, to stabilize delivery in all communities, the College needs a teaching area for the delivery of core programs. The College must have a small facility in each developing community that is dedicated to the provision of adult education. From this dedicated space, the College is well placed to stimulate other learning activities in joint use space or other facilities in the community.

This means that to support innovative and quality programs in developing communities, we need:

- dedicated adult learning facilities,
- joint use facilities, and
- distance education facilities.

As training/educational initiatives are added, the College will work with organizations in the community learning network to jointly utilize classrooms and other facilities that could be converted to adult education classrooms during off-peak periods.

Campuses offer more specialized programs and, in some cases, serve a catchment area that includes either the Western Northwest Territories or the entire Northwest Territories. Expanded facilities are therefore required. To fully fulfil our mandate, we require the following facilities at each campus:

- dedicated academic facilities,
- joint use facilities,
- distance education,
- labs,
- residences,
- research facilities, and
- libraries.

As noted above, academic facilities for base programs are supplemented as required by joint use facilities. Distance education facilities allow the campuses to improve services to the communities and to expand linkages to southern universities. Labs and research facilities expand our ability to train in the sciences and technologies. Library services must be developed for university level programs.

In the past five years, five learning centres have been constructed as dedicated adult learning facilities in communities across the Western Northwest Territories. The establishment of learning networks will facilitate greater opportunity for shared space in all communities. The amalgamation with the Science Institute contributed research facilities at two campuses and a library for Aurora Campus. Residences have been secured through agreements with Public Works and Services. Opportunities exist to increase private sector involvement in housing provision.

A significant post-secondary education infrastructure base has been established in recent years. However, the needs continue to be high and because the labor market is constantly changing, the needs are becoming increasingly diverse. Appropriate infrastructure is required to meet all levels of need.

In summary, new investment is required to ensure that the College can meet the needs of an additional 400 students. The needs of developing communities are particularly critical. However, both developing and developed communities require expansion of

training programs in specific high employment areas. To fulfil these needs, infrastructure expansion with respect to learning centres, distance education and science labs is required.

Targeting Our Investment

We have identified a set of needs that Aurora College believes should be addressed to improve education and employment levels of Northerners. We have demonstrated that new investments are required to respond to immediate concerns of Northerners and to continue to establish a balanced post-secondary education service in the Western Northwest Territories. This section will detail these investments, highlight the specific need that each investment is targeted to, and prioritize each new investment. An implementation schedule based on these factors is also provided to complete the implementation plan.

The priority scale that has been developed will guide our approach to investment and demonstrate the cumulative role of each action. As noted above, each investment is a high priority. The actions identified in each strategy have been purposefully selected as required components of a balanced strategy to build a uniquely northern post-secondary institution. All actions contribute to a whole and are therefore building blocks toward the overall strategies. Yet, the application of a priority rating is important because some activities cannot proceed until others are completed and all activities are dependent on the availability of funds. The availability of funds will be determined by the fiscal climate in each specific year and on the entrepreneurial capacity of staff.

The following priority levels were developed following these principles and are ascribed to the action as appropriate:

Priority A

- those actions that must be undertaken in the near term to lay the ground work for subsequent investment.

Priority B

- actions that require a prior development phase such as proposal development, community consultation or program development.

Priority C

- actions that we recognize as visionary and require specific conditions to be in place before we are able to proceed. These actions while a high priority, require significant developmental activity to occur.

The balance of this section describes the way in which these priority levels are used to guide investment and address specific needs and/or market.

Operation and Maintenance Funds

Overall, our strategies systematically build on our successes in program delivery and expand on programs that continue to be in demand by Northerners. Many of these programs are funded through base funding provided by the Government of the Northwest Territories. To expand our base programs, additional funds are required.

Table 5 details the strategies that will require additional operating funds and the need that these strategies are aimed at addressing.

The actions that are assigned a priority A are those actions that the College is ready to undertake when funds are available. Proposals for initiatives in these areas have been or are soon to be developed. A breakdown of costs by strategy is provided in Appendix B.

A significant emphasis is placed on the development of proposals for third and fourth year delivery of Teacher Education, Natural Resources Technology and Northern Nursing Programs. These programs are clearly linked to available jobs and to a commitment to increase the number of Northerners in science and technology. Because these initiatives are integral to the

Table 5: Targeted Needs for Operational Investment

Strategy and Action	Target Need and/or Market	Priority Level
Strategy 2. Develop new and reorganize existing programs for employment.	• ABE programs require additional emphasis on career preparations. • Affirmative action activities can only be effective if appropriate training is available.	A
Strategy 2. Establish a technology training program.	• The GNWT anticipates that 100 new engineering technologist positions will be required by 1998.	B
Strategy 2. Implement innovative approaches to delivery of career oriented programs in communities.	• Unemployment levels in developing communities is approximately 30 percent, double that of developed communities. • Household income levels in developing communities is 60 percent that of developed communities.	A
Strategy 3. Strengthen math, science and technology preparation components.	• The level of involvement of Northerners in science based careers is very low. • A critical mass of people ready to participate in Nursing and other university level science programs is required.	A
Strategy 3. Train Northern ABE instructors and facilitators.	• Forty-seven percent of residents of developing communities have less than grade 9. • To be relevant and to support other departmental initiatives, ABE must be culturally based. • Fifty seven percent of residents of developing communities speak an Aboriginal language.	A
Strategy 4. Enhance recreation services.	• A high proportion of campus based students are from out of town and require a positive, supportive learning environment. • Aurora College should participate in and contribute to the territorial wide Wellness Strategy.	B
Strategy 7. Select program areas for development of university level programs.	• To prepare Northerners for jobs at all levels in the employment strata, university level programs must be available. • Over 30 percent of current positions in the Western NWT require university degrees and this trend is expected to continue.	C

delivery of university level programs in the North, base funds will be sought.

Similarly, the establishment of a technology training program is prioritized for development. Recent data shows that there is an expanding demand for skilled engineering technologists and employment opportunities are diverse.

Our emphasis on recreation services is part of our ongoing thrust toward improved student services at a regional level. Our aim here is to provide opportunities for a balanced healthy lifestyle for our students in keeping with the territorial wide Wellness Strategy.

Capital and Facility Requirements

The capital expenditures detailed in the strategies are directed toward three types of activities: improving community post-secondary education facilities, providing lab space to existing campuses and developing a distance education capability. These

Table 6: Strategic Targets for Capital Expenditures

Strategy and Action	Target Need and/or Market	Priority Level
Strategy 1. Improved community learning centre facilities	• Literacy levels in developing communities are low with 47 percent of the population possessing less than a Grade 9 level education. • An average unemployment level of 30 percent in targeted communities.	B
Strategy 7. Establish laboratory facilities at Campuses	The Canadian Nursing Association will require all nurses to have degrees by 2000. • One hundred new engineering technology positions anticipated in next five years.	B
Strategy 1. Develop information networks/ distance education	• Thirty percent of Aurora College students receive services from a community learning centre that is remote to regional campuses.	A

strategies are targeted to improve the opportunities for education in the highest need areas (developing communities) and to increase the number of Northerners trained for science and technology based careers.

Table 6 summarizes the needs that will be addressed.

The time period for implementation of capital investments is based on the availability of funds. Detailed proposals to implement these strategies will be developed when funding sources have been identified. Appendix C details the rationale used to determine that the strategy would meet specific needs and the opportunities present to support these initiatives.

The primary strategy proposed in this document is the enhancement of community based services. The action following from this strategy with the greatest capital impact is the plan to provide new or improved facilities in communities that do not have adequate learning centres. This means in addition to previously identified funds for improvement of campus facilities, the College will request $4.1 million to improve the community learning centres in nine communities.

Table 7 details the proposed new facilities by community.

The overall commitment in this strategy is that in the foreseeable future, Aurora College will have learning centres in all developing communities and appropriate facilities in all developed communities.

To enhance services in a cost-effective way to our 16 existing community learning centres and the nine communities that do not presently have learning centres, the Col-

Table 7: Community Learning Centre Development

Community	Project	Approximate Cost
Hay River	replace existing with a six classroom facility	$1.3 M
Fort Providence	replace existing with a two classroom facility	320 K
Fort Resolution	replace existing with a two classroom facility	340 K
Deline	replace existing with a two classroom facility	350 K
Fort Liard	replace existing with a two classroom facility	350 K
Norman Wells	replace existing with a two classroom facility	350 K
Wha' ti	replace existing with a two classroom facility	350 K
Fort MacPherson	replace existing with a two classroom facility	350 K
Lutsel K'e	replace existing with a two classroom facility	350 K
Fort Simpson	upgrade existing	50 K
Total Capital	ten new facilities to serve nine developing communities and one developed community	4.1 M

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lege will continue to pursue distance education opportunities. Our activities will be focused in accordance with the following timeline:

- 1995 - Plan development and fundraising will occur;
- 1996 - Pilot testing of the technology will be initiated and evaluation for appropriateness in a northern community setting will be conducted; and
- 1997 - Implementation of the technology in other communities will be undertaken.

Distance education for the life of this plan will likely involve a combination of media, including teleconference, correspondence, computer assisted instruction, television with delayed audio support and video conferencing. The use of distance education technology to enhance program opportunities in communities is appropriate because it provides access to specialized courses and, in the long term, will ensure cost effective delivery to small classes. A plan for distance education will be developed in partnership with the Department of Education, Culture & Employment, divisional boards of education and other community agencies. Aurora College will also initiate research and pilot testing of technology in a northern setting.

While we will rely on partners to provide many lab facilities, the transition to involvement in post-secondary science and technology programs cannot occur without some capital investment. Again, our plan strategically builds on current programs and targets high demand areas. Specifically, to support the delivery of the existing nursing program, a wet lab and a health centre simulation lab are required. The introduction of a technology program will require the support of a specialized lab. As well, during the life of this plan, advanced level science courses in Natural Resource Management will be required at Thebacha Campus. Detailed proposals for each of these initiatives will be developed and will propose options for the provision of lab facilities for each specialized need.

Pacing Our Strategies

Our ability to implement the strategies effectively will be determined to a large degree by our timing of initiatives. On one hand, we must keep pace with technological and labour market changes. On the other hand, funds are increasingly scarce and must be used very efficiently. As well, communities are becoming increasingly selective in the application of their educational dollar, and the College must be ready to respond.

A schedule for the implementation of these strategies is detailed in **Table 8**. This schedule illustrates three phases of each strategy: concept development, implementation and evaluation. The development phase activities vary by strategy. Many of the strategies require time for the College administration and staff to adjust to the new demands. Others require proposal development and fundraising. Implementation involves ongoing responsiveness to changing needs and reassessment of priorities. Evaluation is considered a critical element of building a learning organization and will be incorporated in all major projects or shifts in activity focus.

Table 8: Implementation Schedule

Strategy 1: ***Community Based Services***	**Phase 1 1995-96**	**Phase 2 1996-97**	**Phase 3 1997-98**	**Phase 4 1998-99**	**Phase 5 1999 +**
Expand adult education services	◉	◉	◉		
Clarify role of adult educator	◉	◉	◉	▢	
Improve services to centres w/o campuses	◉	◉	◉	◉	◉
Improved community learning centre facilities	✸	✸	✸	✸	✸
Develop distance education	○	✸	✸	✸	▢
Facilitate community learning networks		◉	◉	◉	▢
Redesign programs for multi-site delivery	◉	◉	▢		
Establish flexible program timetables	◉	◉	◉	◉	◉
Develop manuals and training programs	○	✸	✸	✸	

Strategy 2: ***Development of Career Based Programs***	**Phase 1 1995-96**	**Phase 2 1996-97**	**Phase 3 1997-98**	**Phase 4 1998-99**	**Phase 5 1999 +**
Develop and reorganize employment programs		○	✸		
Provide students with work experience	✸	✸	✸	✸	✸
Redesign programs for cooperative delivery	○	✸			
Review management studies program	✸	✸			
Establish a technology training program	○	○	✸	✸	▣
Support Natural Resources Management Training	◉	◉	◉	▢	
Establish transfer agreements with universities	✸	✸	▣	▣	▣
Implement career oriented programs in communities	○	✸			

○ development of concept

✸ strategy implementation

◉ development and implementation

▢ activity evaluation

▣ implementation and evaluation

Implementation Schedule continued

Strategy 3: ***Enhance ABE***	Phase 1 1995-96	Phase 2 1996-97	Phase 3 1997-98	Phase 4 1998-99	Phase 5 1999 +
Tailor ABE curriculum for career training	○	◉	◉	◉	◉
Establish partnerships for workplace programs	●	●	●	●	●
Emphasize literacy in Aboriginal languages	○	◉	◉	◉	◉
Strengthen science and math components	○	◉	◉	◉	◉
Establish partnerships with schools		○	●	●	●
Increase cultural relevance	○	◉	◉	◉	◉
Train northern ABE instructors and facilitators	◉	◉	◉	◉	◉

Strategy 4: ***Strengthen Education Support Services***	Phase 1 1995-96	Phase 2 1996-97	Phase 3 1997-98	Phase 4 1998-99	Phase 5 1999 +
Formalize agency networks	○	●	●	●	●
Extend career counselling to CLC's	●	●	■		
Confirm stock of family accommodation	●	●	●	●	●
Encourage private sector involvement in housing			○	●	●
Review approaches to single accommodation		○	●		
Enhance library services		○	●		
Enhance recreation services	○	●			

Strategy 5: ***Develop Northern Research Agenda***	Phase 1 1995-96	Phase 2 1996-97	Phase 3 1997-98	Phase 4 1998-99	Phase 5 1999 +
Develop research agenda	◉	◉	◉	■	
Develop database	●	●	●	●	●
Expand research support programs	○	●			
Establish research partnerships	○	●	●	●	●
Lead in the development of technologies		○	●	●	●
Establish priorities and capabilities for research		○	●	●	●
Develop Centre for Excellence for northern research				○	●

Implementation Schedule continued

Strategy 6: Incorporate Northern Knowledge

	Phase 1 1995-96	Phase 2 1996-97	Phase 3 1997-98	Phase 4 1998-99	Phase 5 1999 +
Prepare plan to incorporate traditional knowledge	✱	✱	✱	✱	✱
Review all programs to increase northern content	◉	✱	✱	✱	✱
Expand plain language science series	◉	✱	✱	✱	✱
Initiate a plain language northern research journal		○	✱	✱	✱
Involve northern researchers in education	✱	✱	✱	✱	✱
Encourage students/staff involvement in research		○	✱	✱	✱

Strategy 7: Prepare to be a University College

	Phase 1 1995-96	Phase 2 1996-97	Phase 3 1997-98	Phase 4 1998-99	Phase 5 1999 +
Develop a long-term plan	○	✱	✱	✱	□
Select program areas for development		○	✱	✱	✱
Implement a human resource development strategy		○	✱	✱	✱
Establish and consolidate transfer relationships	○	✱	◉	◉	◉
Increase involvement of instructors in research			✱	✱	✱
Encourage instructors to get graduate degrees			✱	✱	✱
Increase involvement of SINT in program design			✱	✱	✱
Develop university library capability				✱	✱
Establish laboratory facilities at Campuses	○	◉	◉	◉	◉

○ development of concept

✱ strategy implementation

◉ development and implementation

□ activity evaluation

▣ implementation and evaluation

Implementation Overview

The establishment of a balanced, uniquely northern post-secondary education institution for the Western Northwest Territories in this period of diminishing resources is a challenge that requires innovation, entrepreneurialism and timing. The foundation of Aurora College, built through contributions of many partners, is solid. The expertise and resources are in place for Aurora College to respond to the changing education needs of Northerners.

This implementation plan is based on that foundation. Aurora College will do more with less, maximizing the use of existing resources and working in partnerships with other agencies to share resources to advance education opportunity in the communities. However, because needs continue to be high and the labour market continues to change, some new investment is required. New O&M funds are required to increase science-based programs, offer more university level courses and focus existing programs on employment opportunities. New capital investment is restricted to those areas in which the need is very clear: provision of learning centre facilities for developing communities, establishment of laboratory space for science-based programs and the development of distance education technology for campuses and community learning centres alike.

The timeline for implementation acknowledges the development requirements of post-secondary programs and the way in which each action contributes to the success of other actions. The timeline essentially provides a broad time frame in which Northerners can expect actions to occur. Specific timing will depend on the availability of resources and the fulfilment of other actions that contribute to the overall strategies.

The projected costs for each action are prepared with an understanding that base and capital funds will be increasingly limited. The plan was also developed with the confidence that Aurora College is a responsive, entrepreneurial agency. The Board of Governors and the administration will continue to focus efforts on developing proposals and pursuing funds for these new initiatives. We will work hand in hand with our partners to promote education and employment opportunities for Northerners.

Our work is cut out for us. It is based on a clearly defined set of principles and leadership in the design of strategies. Aurora College is moving toward 2000 with energy and commitment.

Section 7

Road Map into the Future

Aurora College is an evolving institution which in the past seven years has demonstrated a capability to both respond to directions from northern communities about the values that should shape development and to influence northern development through education programs. The North is now at a crossroads. In the last twenty years, we have focused on creating a governance structure in which decisions about the North are made in the North by Northerners. The next twenty years are about development from within, as individuals, communities and cultures. A northern post-secondary institution should support and cultivate this change.

This plan establishes a blueprint for the next five years. However, equally importantly, it is a building block toward the vision of a post-secondary institution that will be the principle institute of higher learning in the Western Northwest Territories for both present and future generations. This overall direction is not the idea of any one person or group of people. It has involved many contributors over many years in many sectors of northern communities.

To highlight the fit between this plan and the long-term prospects for Aurora College and to continue to promote consensus on this overall direction, it is important to detail the way in which this plan leads us toward a vision of Aurora College for the year 2010.

Towards an Overall Vision

By initiating this plan, the College has identified those activities that must be completed to prepare both the College and the North generally for the next phase of post-secondary institution building. We have made communities the fulcrum of our plan because we know that communities will be the strength that keep us aligned to our vision.

This plan emphasizes College involvement in adult basic education because we are building a critical mass of educated Northerners ready to participate in all levels of post-secondary programs over the next 5-10 years. With the amalgamation of the College and the Science Institute, the College is well positioned to add a greater scientific element to its adult basic education programming. This will result in students better able to find meaningful work and education opportunities in an increasingly technology-driven world.

We will continue to expand our role as a partner in an overall community learning network. We recognize the achievements of divisional boards and the Department of Education, Culture and Employment in increasing the number of students in high school through community grade extensions and in other initiatives. We will play our part through the delivery of access programs at secondary schools, further reducing the barriers to College entry and increasing the linkages between various aspects of the community learning network.

The College will also increase its linkages with partners in the private sector, tying programs to jobs more effectively. The expansion and diversification of the northern private sector in the coming years will mean career training will continue to be responsive and entrepreneurial.

The College is also enhancing its student services, an area that has been given high priority in the strategic plan. Implementation of the identified strategies will result in an institution with improved library services and a commitment to providing career and personal counselling. These services will be developed with partners and funding agencies where possible.

The coming years will see the establishment of a northern research agenda, as developed in partnership with community groups and northern agencies. With the addition of the Science Institute, the College now has a research arm that can document northern knowledge for use by northerners. Once this knowledge is identified and documented, it can be integrated into College programs, meaning this knowledge will be passed on and form the foundation for future northern education.

Finally, this strategy will result in an institution that is prepared to evolve into a university college because we know that northern jobs will increasingly require advanced education qualifications. Our experience has shown that Northerners, because of our understanding of our culture and our commitment to our communities, are best suited for these positions. Aurora College will make sure Northerners have the education qualifications needed to both enhance our current strengths and to continue to play a vital role in northern development that starts with each and every one of us.

Aurora College by 2010

When we look to 2010 as our horizon, we are working toward a College that is a recognizably northern institution. The programs are based on northern needs and train Northerners for northern jobs. Communities define education needs and play a meaningful role in addressing those needs. The education programs are designed to prepare Northerners and northern communities for the decisions and activities they are responsible for on a day to day basis.

Northerners have a wide spectrum of educational opportunities including diploma, certificate and university level programs. Many of these opportunities are available in all communities and those Northerners that wish to get university degrees, can do it in the North.

The curriculum is rooted in northern knowledge derived from scientific research in the North, traditional knowledge and community values. A northern scientific community composed of northern scientists is established and makes a significant contribution to global and circumpolar scientific research. Communities that need specific research conducted have a pool of qualified northern researchers to draw from.

The people working in the College are Northerners and the administrative structures are designed to meet northern needs. The College is a learning organization in which all staff and students can fulfil personal and career goals within a supportive corporate culture. The College buildings illustrate a sense of place based on northern cultures and communities. Aurora College is viewed nationally and internationally as an institute of higher learning that profiles and celebrates the unique cultures and knowledge of Northerners.

Appendix A

Interview Contacts

College West

Head Office

Chuck Parker, President

Stewart MacNabb, Bursar

John Simpson, Director, Policy & Programs

Thebacha Campus

Lori Campbell, Director, Community Programs

Jim Cullen, Chairperson, Trades, Technology & Business

Myra Gillis, Counsellor

Ellen Hatlevik, Coordinator, Continuing Education

Gail Hilyer, Dean of Instruction

Ron Holtorf, Campus Director

Arnold Labrentz, Instructor, Academic Studies

Janet Lanoville, Library Technician

Sandra Mayers, Director, Student Services

Doug McLachlan, Chairperson, Teacher Education Program

Lia Ruttan, Chairperson, Social Work Program

Cate Sills, Coordinator, South Slave Community Programs

Jack Van Camp, Chairperson, Renewable Resources Technology Program

Yellowknife Campus

Carla Bullinger, Coordinator, Literacy

Judy Cole, Instructor, Secretarial Arts

Dan Daniels, Campus Director

Anne Marie Dawe, Manager, Corporate Programs

Bob Dawe, Program Development Officer

Ian Inman, Senior Instructor, Health Program

Ian Lodge, Manager, Student Services

Ada McGilvary, student

Cathy Sangris, student

Debora Simpson, Chairperson, Academic & Applied Studies

Camilla Vandal, student

Jamie Watts, Clerk, Finance & Administration

Su Windle, Chairperson, Part-time Studies

Aurora Campus

Leslie Allen, Director, Extension Services

Bill Crossman, Campus Director

Penny Falade, Adult Educator, Fort Good Hope

Aileen Garvin, Manager, Finance & Administration

Bill Hoggarth, Adult Educator, Aklavik

Hazel Issac, Adult Educator, Norman Wells

Gord Johnson, Coordinator, Recreation Leadership Program

Mike Kelly, Chairperson, Academic Studies

Anne Marie Picek, Registrar/ Coordinator Continuing Education

College East

Ian Rose, Chairperson, Management Studies

Arctic College Board of Governors

JoAnne Deneron

Steve Richards

Ian Lodge

Bob Simpson

Margaret Thom

Roger Vail

Science Institute

Joe Ahmad, Manager, Technology Development

Denise Burlingame, Coordinator, Information & Education

Kathy Coyne, South Slave Research Centre

Laura Seddon, Science Administrator

Gary White, Director, Scientific Services

GNWT

Education, Culture & Employment

Judy Bader, Director, Colleges & Continuing Education

Helen Ballanoff, Strategic Planner

Felicity Burr, Director, Apprenticeship Program

Mark Cleveland, Assistant Deputy Minister, Culture & Careers

Hal Gerein, Deputy Minister

Rici Lake, Coordinator, Distance Learning

Andy Short, Apprenticeship Coordinator, Norman Wells

Federal Government

Human Resources Development Canada (HRDC)

Vicky Grant, Consultant, Pathways to Success, NWT Directorate

Native Organizations

Gloria Allen, Training Coordinator, Inuvialuit Development Corp.

George Cleary, President, Sahtu Tribal Council

Audie deKok, Human Resource Advisor, Inuvialuit Development Corp.

Roy Fabian, Executive Director, Treatment Centre, Hay River Reserve

Al Nashir Jamal, President & CEO, Dogrib Nation Group of Companies

William Koe, Gwich'in Pathways Board

Shirley Lamalice-Camsel, Band Manager, Hay River Dene Band

Brian Penny, President, Metis Development Corp.

Bob Simpson, Executive Assistant, Gwich'in Tribal Council

JoAnne Barnaby, Executive Director, Dene Cultural Institute

Other

Richard Bushey, Construction Association of the NWT

Graham Davis, President, Fort Simpson Chamber of Commerce

Mark Gerlock, Supervisor of Community Relations, IPL, Ft. Simpson

Hilary Jones, Tourism Association of the NWT

Fred Koe, MLA Inuvik Region

Raymond Michaud, Mayor of Fort Simpson

Focus Group - Inuvik

Greg Hill, Education, Culture & Employment

Les Kutney

Danny Leung, Deputy Mayor, Inuvik

Carol Palmer, Inuvik Chamber of Commerce

Della Picak

Bob Simpson, Executive Assistant, Gwich'in Tribal Council

Marja van Nieuwenhuizen

Focus Group- Aklavik

Joe Benoit, Band Manager, Member, Pathways Committee

Olive Pastel, student CTEP

Sandy Stewart, Employment Officer, HRDC

Focus Group - Fort Good Hope

Brian Davidson, Band Economic Development Officer

Janet Grandjambe, Community Student Counsellor

Berry Harly, Band Manager

Isador Manuel, Chief, Fort Good Hope Dene Band

Alice McDonald, Assistant to the Adult Educator

Ron Normie, Manager, Northern Stores

Sharon Pierrot, Acting Assistant to the Chief

Celine Proctor, Employment Officer

Pat Summa, Nurse

Ady Toback, Roman Catholic Church

Focus Group - Yellowknife

Shelley Anderson, Dene Nation

Kelly Arychuk, City of Yellowknife

Cheryl Best, Yellowknife Chamber of Commerce

Lynn Brooks, Status of Women Council of the NWT

Rae Celotte, NWT Council for Disabled Persons

Patty Jocko, Yellowknives Dene Band

Ricki Sato, Native Women's Association of the NWT

Robert Turner, Yellowknife Metis Council

Jim Wooley, Storefront for Voluntary Agencies

Rebecca Zarchikoff, Yellowknife Chamber of Commerce

Focus Group - Hay River

Terry Camsell, President, Metis Development Corp.

George Collins, Adult Educator

Karen Cooper, Career Development Officer, Education, Culture & Emp.

Eileen Gour, Manager, CEC

Paul Harrington, President, Hay River Metis Nation

Gwen Robak-Lepine, Director, Community Futures Society

Sarah Sutherland, Band Manager, Tsu'eh Dha Dene Band

Rita Cli, Education, Culture & Employment

Chris Brodeur, Chamber of Commerce

Steve Savage, Hay River Metis Nation/ Pathways Board

Phyllis Crosson, South Slave Divisional Board of Education

Focus Group - Fort Smith

Dennis Bevington, Mayor, Fort Smith

Pat Burke, Training Coordinator, Social Services

Vicky Dybaylo, Manager, Bank of Montreal

Fran Funk, Manager, CEC

Helen Hudson-McDonald, Community Corrections Specialist, Justice

Ken Malanchuk, Principal, PWK High School

Frieda Martselos, President, Chamber of Commerce

Roger Rawlyk, Director, Uncle Gabe's Friendship Centre

Geoff Stock, Manager, Fitz-Smith Development Corp.

Barry Roste, Vice President, Chamber of Commerce/Airport Manager

Bea Campbell, Director, Pay & Personnel, Ft. Smith Health Centre

Jerry Fryer, Staff Training Officer, Social Services

Ib Kristensen, Member, Chamber of Commerce

Bill Tordiff, Ferguson Travel Agency

Focus Group - Fort Simpson

Candy Brown, Dehcho Society

Bryce Knudson, A/Director Dehcho Divisional Board of Education

Liza McPherson, Area Director, GNWT

Mavis Michaud, Manager, CEC

Dennis Nelner, Economic Development Off, Liidii Koe First Nation

Robert Nowosad, Regional Supt., Economic Development & Tourism

Cheryl Plaisir, Student President, Thomas Simpson School

Susan Tsetso-Horassi, student

Sarah Tsetso, Pathways Board

Barb Tsetso, Adult Educator

Stella Gargan, Dehcho Society Friendship Centre

Anita Villeneuve, Municipal & Community Affairs

Alertine Rodh, Metis Local 52

Jason Krawchuk, student, Teacher Education Program

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Appendix B

Strategies

Strategy 1: Community Based Services

Action	*Resources Required*	*Accessing Resources*
Expand adult education services	New facilities New staff	Reprofile existing Pursue 3rd party funds
Clarify role of adult educator	Staff time	Existing
Improve services to developed communities without campuses;	Program specific funds Staff time	Pursue 3rd party funds Reassign existing staff
Improved community learning centre facilities;	Capital Funds for renovation or construction of 9 CLCs ($4M)	Submission to GNWT Capital Planning Process
Develop information networks/distance education;	Staff time Consultant time Pilot project capital funds	Seek partnerships with ECE and Divisional Boards
Facilitate community learning networks;	Staff Time Partner involvement	Existing
Redesign programs for multi-site delivery;	Staff Time	Existing
Establish flexible program timetables	Staff Time	Existing
Develop manuals and training programs for community delivery	Staff Time O&M funds ($10K)	Reassign existing

Strategy 2: Development of Career Based Programs

Action	*Resources Required*	*Accessing Resources*
Develop new and reorganize existing programs for employment	O&M funds	Access 3rd Party funds Reprofile existing Establish base funding
Provide students with work experience	Staff time Community involvement	Existing
Redesign programs for cooperative delivery	Staff time	Reprofile existing
Review Management Studies Program	Staff time	Existing
Establish a technology training program	$150K/yr of delivery for 2 years (total of $300K)	Access additional base funding
Support the delivery of Natural Resources Management Training	Staff time	Reprofile existing
Establish transfer agreements with Southern universities	Staff time	Existing
Implement innovative approaches to delivery of career oriented programs in communities	O&M funds to support 12 courses @ $10K/course (total of $120K)	Reprofile existing Increase use of distance technology Access additional base funding

Strategy 3: Enhance ABE

Action	*Resources Required*	*Accessing Resources*
Tailor ABE curriculum as a preparation for career training	Staff time	Existing
Establish partnerships deliver more workplace programs	Staff time	Existing
Increase emphasis on literacy in Aboriginal languages	Additional staff and O&M funds for 7 languages & $20K/language (total of $140K)	Pursue 3rd party funds
Strengthen math, science and technology preparation components	Additional staff O&M funds ($60K)	Reprofile existing funds for specialized courses at each campus Base funding sought to enhance delivery
Establish partnerships with schools to increase range of courses	Staff time Partner involvement	Existing
Increase cultural relevance and northern content of ABE curriculum	Additional O&M funds ($30 K/year)	Reprofile existing Fundraising
Train northern ABE instructors and facilitators	Additional O&M and staff funds ($150 K/year)	Base funding sought to support delivery of Certificate in Adult Education

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Strategy 4: Strengthen Education Support Services

Action	*Resources Required*	*Accessing Resources*
Establish and formalize agency support networks	Staff time	Existing
Extend career counselling to CLC's	Additional staff funding for 14 sites @ 5K/site (Total $70K)	Reprofile existing Third party funding for training initiatives to generate support funds
Confirm existing stock of family accommodation	Staff time	Transfer from CNWT
Encourage private sector involvement in provision of student accommodation	Net decrease in O&M to be identified from Longterm Housing Plan ($200K)	Decrease in College expenditure with proportionate increase in SFA contributions Overall reduction in required government funds
Review current approaches to provision of single student accommodation	Net decrease in O&M ($100K)	Reduce food services provision for single students
Enhance library services	O&M and staff funding support ($150K)	Reprofile existing Request developmental funds
Enhance recreation services	O&M funding of 40K /campus at two campuses (Total $80K)	Additional base funding

Strategy 5: Develop Northern Research Agenda

Action	*Resources Required*	*Accessing Resources*
Develop research agenda	Staff time Partner involvement	Reprofile existing Partner contribution
Develop database and increase information sharing	Staff time Partner involvement	Seek partnership with libraries branch
Expand research support programs	O&M funds ($40K)	Revenue through user fees
Establish research partnerships to promote the Northern Research Agenda	Staff time Partner involvement	Reprofile existing Partner contributions
Lead in the development of technologies in the N.W.T.	Additional staff and O&M funds ($300K/year)	Seed funds from SINT reserve Pursue 3rd Party funds Continued use of base funding
Establish priorities and capabilities for in-house research	Staff time	Reprofile existing Pursue 3rd Party funds
Develop Centre for Excellence in community based, northern research	Additional staff and O&M funds ($200K/year)	Pursue 3rd party funds

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Strategy 6: Incorporate Northern Knowledge in College Programs

Action	*Resources Required*	*Accessing Resources*
Prepare plan to incorporate traditional knowledge	Staff time Partner involvement	Existing Partner contributions Fundraising for special projects
Review all programs to increase northern content	Staff time	Existing
Expand plain language science series	Additional O&M ($20K/year)	Membership program Other outside funding sources
Initiate a plain language northern research journal	Additional O&M ($60K/year)	Third party funding support
Involve northern researchers in post-secondary programs	Staff time Partner involvement	Existing Partner contributions
Students and educators participate in Northern Research Agenda	Staff time	Existing

Strategy 7: Prepare to be a University College

Action	*Resources Required*	*Accessing Resources*
Select program areas for development	Additional staff and O&M funding Anticipated costs based on the current cost of the Nursing, Management Studies and Teacher Education Programs are $150/program X 4 years (Total of $300K/year)	Additional base funding required
Develop a long-term plan	Staff time	Existing
Implement a human resource development strategy	Staff time Partner involvement	Strategic use of existing PD funds
Establish and consolidate transfer relationships	Staff time	Existing Partner contribution
Increase involvement of instructors in research	Staff time	Based on activity levels Pursue 3rd party funds for research initiatives
Encourage Aboriginal instructors to secure graduate degrees	Existing PD funds ($100K/year)	Strategic use of existing PD funds
Increase involvement of Science Institute staff in program design	Staff time	Reprofile existing
Develop university library capability	See Strategy 4	
Establish laboratory facilities at Campuses	Additional capital funds ($200K)	Submission to GNWT Capital Planning Process

Appendix C

Rationale

Rationale for Capital Expenditures

Expenditure	*Rationale*
Strategy 1 Improved community learning centre facilities	• Lowest education levels are in small communities • Need to respond to momentum of grade extensions • Dedicated physical facilities are required for adult education services • Capability for joint use initiatives are lowest in small communities • Communities such as Hay River, Fort Simpson and Norman Wells are increasingly requiring more diverse programs with special facility requirements
Strategy 7 Establish laboratory facilities at Campuses	• Respond to changing labour force requirements • Prepare for university level capability • Develop readiness to train and conduct research for self government resource management
Strategy 1 Develop information networks/distance education	• Expand scope of adult basic education programs • Initiate technology literacy programs • Establish capability to provide advance programs in communities where student numbers do not justify classroom delivery

Rationale for New Base Funding

Expenditure	*Rationale*
Strategy 7 Select program areas for development of university level programs	• To expand the post-secondary education program consistent with the changing needs and education levels of Northerners
Teacher Education Program	• Aurora College currently provides three years of a four year baccalaureate. Through collaboration with the University of Saskatchewan, Aurora College can offer a fourth year for approximately $150,000. • The number of students completing the community based teacher education programs will provide an increased supply of students. • This strategy parallels direction detailed in People: Our Focus for the Future in that it focuses on increasing the number of Aboriginal teachers in the education system and on increasing the capacity to provide culturally relevant programs.
Nursing	• The Canadian Nursing Association indicates that by 2000, Bachelor level qualifications will be required to practice nursing. To ensure that nurses currently being trained will be in a position to practice in 5 years, it is incumbent on Aurora College to provide an appropriate response. • The two additional years required to complete a degree program will cost approximately $300,000.
Management Studies	• Settlement of land claims and treaty entitlements and community transfers will lead to more management positions at the community level. • Self government management training needs may be considerably different.
Strategy 2 Develop new and reorganize existing programs for employment	• Labour force requirements are changing • Need to stimulate private sector activity through training • 3rd party funding will continue to drive new programs but for these programs to evolve the level of sophistication required by northern communities committed base funding is required
Strategy 2 Establish a technology training program	• 100 new engineering technologists positions are anticipated
Strategy 2 Implement innovative approaches to delivery of career oriented programs in communities	• Career oriented programs are costly • Not all the costs can be met through 3rd party funding • to be responsive, Aurora College must be in a position to subsidize programs where need is identified

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Rationale for New Base Funding continued

Expenditure	*Rationale*
Strategy 3. Strengthen math, science and technology preparation components	• While the majority of costs can be met through the strategic use of existing budgets, additional funds are required to secure specialized staff
Strategy 3. Train northern ABE instructors and facilitators	• Aurora College is committed to increasing the number and skill level of Aboriginal instructors. Targeting ABE instructors allows the College to demonstrate this commitment in communities. • Training of instructors from the communities is significantly more cost effective in the long term then continually bringing in non-local instructors because a fulltime position is made available to a community resident and relocation costs are limited. Curricula/instruction is more likely to reflect the culture served and to incorporate traditional knowledge.
Strategy 4. Enhance recreation services	• Two campuses do not at present have student recreation programs. • Improved recreational services is viewed as an effective component of the Aurora College response to mental health issues. • Recreation opportunities are critical for the promotion of the value of lifelong learning. • Recreation services on each campus provides the capacity to develop culturally appropriate recreation programs.

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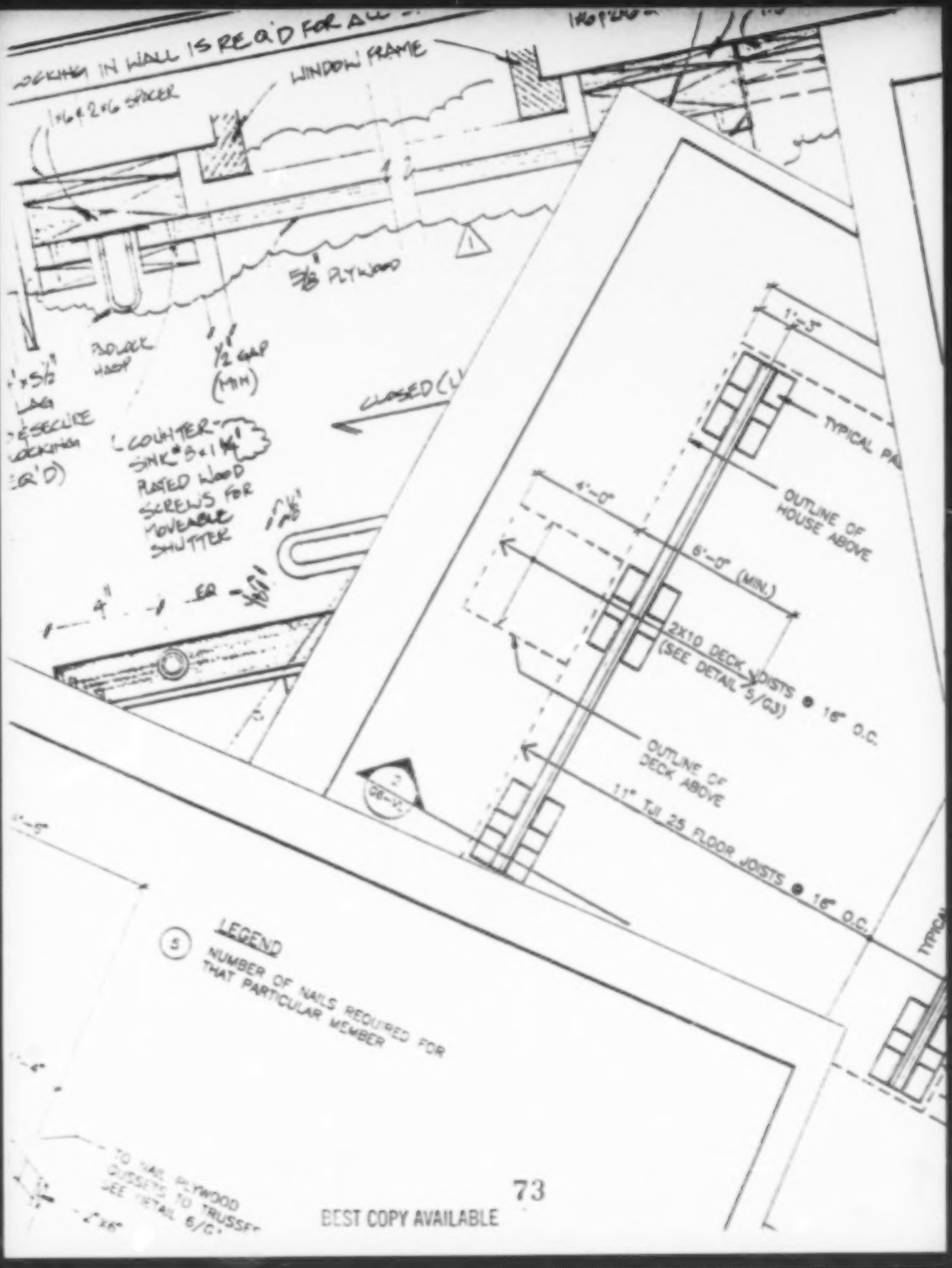

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